

# National Parent-Teacher

*The Official Magazine of the National Congress of Parents and Teachers*

FEBRUARY

15 CENTS



## *This Issue Contains*

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*James E. Mendenhall*

### **WOMEN AT WORK**

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### **THE DEMOCRATIC NURSERY**

*Ralph H. Ojemann*

### **A TOKEN OF FREEDOM**

*Beatrice Becker Warde*

# *Objects* OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

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**T**o promote the welfare of children and youth in home, school, church, and community.

**T**o raise the standards of home life.

**T**o secure adequate laws for the care and protection of children and youth.

**T**o bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

**T**o develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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NATIONAL PARENT-TEACHER

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Congress of Parents and Teachers

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MEMBER OF THE





*Valley Forge Memorial Arch*

Washington,  
Whose every battle-field is holy ground,  
Which breathes of nations saved, not worlds undone.

— BYRON



# *The President's Message*

## Commemoration Through Service

**T**HERE are two ways to honor those who have gone before. One is akin to ancestor worship, which binds us to the past. The other is like a mainspring that sets great ideas and great forces in motion. For the members of the National Congress of Parents and Teachers the inspiration of its Founders has been a dynamic force, causing every one of them to be increasingly sensitive to the needs of children and to the importance of family life. There is not one of us who cannot testify to that.

But if we would live up to our Founders we cannot rest on their laurels or even on the glory of our own good past performances. The ideals of our Founders are not benches to rest upon but signposts directing us on a road that winds forever up a hill. Today we have reached a place on that road where the way is rough and steep, where unusual problems must be met if we are to serve children and posterity effectively.

One of the gravest of the problems that face us as citizens of an American community is that of providing adequate day care for the children of working mothers. We believe, as individuals and as members of the parent-teacher organization, that there is no obligation greater than the obligation of motherhood. We believe, further, that society should not demand that mothers of young children leave those children, even to engage in essential war industry, until all other pools of labor have been exhausted.

But we cannot make this pronouncement and then wash our hands of the problem. The emotional and economic pressure of war necessity is sending countless numbers of mothers into industry, and an analysis of available statistics reveals that the months ahead will see these numbers greatly increased. Whether we like it or not, the problem is immediate and urgent. The children of mothers employed in war industries are looking to us for safety and protection. And we who keep our eyes always on the future know how important it is that these children enjoy a wholesome childhood.

**B**EFORE such a childhood can be assured, however, there must be universal acceptance of the fact that nursery schools, standard day nurseries, and after-school recreation programs are as essential to the progress of an up-and-coming community as are sanitation, transportation, and merchandising. These services and others like them offer the only practicable solution to the tremendous difficulties of wartime care of children. It has been said that children and war do not go together; and in many ways, certainly, they do not. But children elsewhere in the world have survived war, and the measure of their ability to do so has been the forethought and zeal with which their elders have fostered their sense of security and their general well-being.

An old Chinese proverb teaches us that it is better to light a candle than to curse the darkness. Lamentation has never been our province. We must continue to be the candle lighters, especially in the present-day world, where there is so much darkness. Only thus can we pay lasting tribute to the work of our Founders.

*Virginia Klefys*

President,

National Congress of Parents and Teachers





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## A Penny Saved

**I**N WARTIME, a penny saved is not only a penny earned; it is also a penny that can contribute to our country's all-out economic program to strengthen its home and battle fronts. Today and in the war days ahead, money foolishly spent will weaken a family's efforts to maintain essential living standards and disrupt the nation's plans for war production. For these reasons it is imperative that every American family take steps to manage its financial resources so as to assure health and morale and at the same time maintain consistency with our country's overall economic effort to reach a speedy victory.

### Budgeting Is a Money-Saver

**T**O ACHIEVE this wartime objective, parents and children in every family should develop and carry out together a plan for wise and patriotic handling of their finances. As early as possible, each family should design a monthly budget that takes into account all anticipated income and outlay. Items of outlay will include, first, estimates of the money to be set aside for expected taxes, investments in war bonds and stamps, and savings for both predictable and unforeseen purposes. Outlay items will also include allotments for food, clothing, utilities, transportation, medical care, recreation, and other necessities.

During the month covered by the budget, the family should keep a record of all expenditures and should try to stay within the amounts specified. At the beginning of the second month,

revisions should be made in the first month's budget to bring estimated and actual expenditures into line and to allow for such matters as increases in the cost of living and newly discovered economies.

Throughout its budgeting, the family should keep clearly in mind that it must save larger amounts to pay increased income taxes and other taxes



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**H**OW shall we pay for the war? This problem, when one considers that the war extends over the whole surface of the globe, at first thought appears staggering. But there are ways of solving it; ways whose success will depend upon the wisdom and courage or, conversely, upon the shortsightedness and timidity with which we apply them. The sixth article in the study course "America Pitches In" offers suggestions to simplify the baffling problems of wartime economics.

JAMES E. MENDENHALL

and depresses the value of their incomes and savings. Each family, therefore, should buy only the things it absolutely needs and should refrain from hoarding goods. While saving for taxes and buying war bonds, it should use some of the extra income to pay off debts, which in turn will mean savings in the interest formerly paid on financial obligations.

In cutting to essentials, furthermore, a family should give up many of the luxuries to which it became accustomed in the days before Pearl Har-

and to invest more funds in government bonds.

### Children Should Help Budget

**T**HE JOB of managing family finances is one that parents and children should plan and carry out together. Parents should make clear to all members of the family the importance of wise money management in wartime and the responsibilities of each member in making the family's financial plan successful. Older children should not only participate in preparing and operating the family budget but should develop their own personal budgets.

Because children learn to handle money only through actual practice, parents should consider the setting up of a system of regular allowances, the size of the allowance depending upon the age and maturity of the child. This allowance should be rigidly adhered to, each child receiving supplementary money only on rare and special occasions. If this is done, the child soon discovers that if he spends all his money early in the allowance period he must get along without cash until the next allowance is due. Like his parents, the child should learn to save regularly.

### Cutting to Essentials

**A**BOVE all—and this cannot be overemphasized—each family should do everything possible to limit its expenditures to the essentials of living. For the first time in months, if not years, the family, together with millions of other families, may find itself with a much higher income and plenty of spending money. At the same time it may find that stores have smaller and smaller quantities of certain kinds of goods, particularly those made of metals now needed for the war effort. If the family goes into the market to spend its extra money freely, its action tends to force prices to higher and higher levels. This inflation brings unnecessary hardship to all consumers



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bor. Because of the critical tire shortage, for example, there must be an end of all pleasure-driving for the war's duration. The usual holiday and vacation trips to visit relatives and friends must be given up, for such trips place an unnecessary burden on trains and buses already overloaded with war business. If old equipment can be repaired or done without, the family should forego purchases of such durable household goods as a new refrigerator, a vacuum cleaner, or a cooking range. The Government has stopped production of these goods for civilian use in order to increase production of tanks, planes, guns, and ships.



Through reduction and even elimination of luxuries, a family should be able to add considerably to its savings fund during the war period.

In cutting wartime expenditures to the bone, however, care should be taken not to "cut into the marrow." Stinting on food expenditures may undermine health and physical fitness. Using funds to visit a physician for a regular health checkup and to get necessary dental work done—this is an investment in health that may later save money as well as time and trouble. In short, the family should continue to spend enough money to insure that all its members will be kept well, happy, and strong.

Living as economically as possible, every family should endeavor to conserve what goods it has, to make them last until peace comes. Every effort should be made to repair and make over clothing and to take good care of all household equipment. Fuel and money can be saved by putting the household heating system in good condition, by firing the heating plant efficiently, by making the house heat-tight, and by making living adjustments that reduce fuel consumption. Through conservation, the family can help to preserve its essentials of living and still build up its savings account.

### Wise Buying Adds to Savings

**A**S THE family budgets, cuts out "fads and frills," and conserves its possessions, it should also attempt to save money through wise buying.

In making food purchases, for example, the homemaker can economize by planning meals in advance; by purchasing, say, once a week; by "shopping around" if there is time; by reading labels carefully; by comparing costs per ounce or per pound of different sizes and brands; by purchasing by weight and grade; by watching scales; by selecting foods in season; and by checking purchases before leaving the store.

In purchasing clothes for herself, the homemaker can buy articles that will last and stay in style for more than one season. In making these and other purchases she can relate quality to price. The most expensive is not always the best.

Every family, furthermore, should save pennies—which will mount into dollars—through helping the Office of Price Administration in its program to halt the rise in the cost of living. By looking for price ceilings and by refusing to pay more,



by seeing that it does not pay more than the legal rent, and by lending its full support to OPA's price control program, the family protects not only its own pocketbook but the buying power of the incomes of other Americans. Likewise, by observing OPA's rationing rules and by supporting rationing programs, the family can aid in checking wartime inflation and in making sure that scarce goods will be distributed on an equitable basis.

### Home Production Pays

**I**NSTEAD of continuing to purchase as usual, a family should save money by stepping up "home production." Through raising a Victory Garden, canning fruits and vegetables, making simple repairs, renovating furniture, and collecting and selling critical materials to salvage depots, the home can be made more than ever before a center for recreational and cultural activities carried on at little or no expense. Every member of the family can and should take part in the effective mobilization of equipment and activities.

*Wise management of resources, wise buying of goods, wise use and care of goods possessed, and full participation in and support of the Government's wartime economic program—all should aid the family to plug spending leaks and to increase its savings. And again, the responsibility should be shared. Even quite young children may well participate.*

### Group Activities Increase Savings

**G**ROUPS of families as well as individual families can save pennies. Neighbors and friends can organize groups through which durable equipment is "pooled" or shared. Already many homemakers are pooling their automobiles in taking children to and from school and in doing their weekly shopping downtown. Many are systematically sharing their equipment, such as washing machines, with their neighbors. Many are organizing pools for exchanging magazines, books, and phonograph records. Mothers too are pooling the care of young children after school hours, on week-ends, and during vacations. By taking turns in supervising play activities they are saving expenditure for household servants, who, because of war employment, are difficult to obtain at any price and who, even at best, are not an adequate substitute for parents at any time.



## School and Home Can Cooperate

THROUGH parent-teacher associations, parents can organize money-saving activities that center in the school. They can set up a rubber exchange to which they and their children bring outgrown overshoes, making these available to others who can use them. This exchange may be extended to include other articles of clothing, as well as toys. Parents can help organize a Wartime Consumer Information Center where up-to-date facts and suggestions on buying, using, and saving can be secured by school patrons and others.

Also through parent-teacher associations, parents can hold discussions of the ways various families are budgeting and saving money. They can study methods of estimating their income taxes and ways of saving regularly to pay these taxes. Again, parents can work with teachers and pupils to encourage various classes and the school as a whole to reduce unnecessary expenditures for books, supplies, athletic events, school dances, and graduation. Also, they can suggest to teachers ways in which such matters as personal budgeting and expenditure can be studied in regular classes. Home and school together can popularize

and practise the slogan, "It's smart to be thrifty—and patriotic too."

Through the school, furthermore, neighborhoods and communities can revive the old-time means of education and recreation, which require little or no money. In homes, schools, and the community, parents and children can organize plays, songfests, quiz programs, spelling bees, social dances, picnics, hiking trips, and other activities that provide information, relaxation, and just plain and simple fun. In these days many families are really discovering each other.

To the extent that American families can undertake an all-out program of saving pennies they will make a real contribution not only to their own security and welfare but to America's current economic program, which is absolutely essential to winning the war and to the establishment of an equitable peace. To the extent that American families can realize and act upon the principle of every-member family cooperation they will make a more important contribution still—they will bequeath to their children and their children's children a heritage of cooperative understanding that will insure the perpetuation of democracy for all time to come.

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## Dollar Data

Reputedly, the oldest bank account in the United States is an unclaimed account started in 1819 with a deposit of fifteen dollars. Interest has increased it to almost thirty-five hundred.

The shekel of gold mentioned in the Bible was about eight dollars as we reckon money today; the silver shekel, about fifty cents.

Americans lose approximately a billion and a quarter dollars every year because of absence from work due to illness.

It has been estimated that Hitler spends about eighty million dollars annually on his propaganda and spy system throughout the world.

The richest man on earth, a Hindu potentate, is said to have two hundred and fifty million dollars' worth of solid gold and about two bushels of precious stones in his private vault.

The tiny republic of Andorra, located between France and Spain, pays its president fifteen dollars a year.

A billion dollars in one-dollar bills, laid end to end, would encircle the earth forty-six times.

The total cost of the recent national depression is estimated at about a hundred and fifty billions. There has been some question whether it was worth it.

Even back in Revolutionary days inflation was a threat to the cause of liberty. Washington, as leader of the American people, was greatly concerned about the problem. He wrote: "Is the paltry consideration of a little dirty pelf . . . to be placed in competition with the essential rights and liberties of the present generation, and of millions yet unborn? . . . I am confident that by prompt action we can control the price development now. . . . There need be no fiscal barriers to our war effort and to victory."

**H**OW can a city, a town, or a rural community where there are war industries or where women are replacing men in other work go about setting up good facilities for the care of children?

Of course, the first step for anyone interested in solving this problem is to get other persons and agencies interested. For example, a group of several persons may meet for a discussion and then seek the aid of such organizations as the board of education, the defense council, the council of social agencies, the department of public welfare, the board of health, the community employment service, family welfare organizations, church groups, parent-teacher associations, business men's and women's organizations, labor groups, and recreational agencies.

The next step is to form a planning committee. This group should include parents; school personnel; workers in public and private business; representatives of industries, both labor and management; and professional and civic groups.

The committee's first task is to ascertain the number of children who need care and the way in which this number will change in the immediate future. Unfortunately, such data are not as easily obtained as it would seem at first glance. It will be necessary to conduct a survey.

This may be done in several ways. Some communities have conducted such a survey on the basis of a house-to-house canvass; others by sending a questionnaire home with school children; and still others through meetings and interviews

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**W**ITH the victory program of the Army and Navy sapping her supply of manpower, America turns to women for help with the vast war effort. Probably 6,000,000 women, many of them mothers of young children, will be employed in war industries by the end of this year. What provisions will be made for the care of the children? Are we going to leave this vital matter to the hazards of chance? In this article a well-known educator explains what should be done about it.

# WOMEN AT WORK

BESS GOODYKOONTZ



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with mothers at the factories. Each type has its limitations; a really effective survey must make use of a combination of several methods.

When the needed information has been obtained, it is helpful to make a spot map of the areas in which the children live. This procedure tells something about where the child care facilities should be located, during what hours they should be in session, and whether transportation will have to be arranged.

## Building on Present Resources

Resources already available should serve as the foundation for all planning. It is, therefore, essential that a thoroughgoing study be made of existing facilities. This study should consider schools, recreation centers, churches, clubs, settlement houses, and other organizations.

## Children in Need of Care

**S**UPPOSE a community has made a survey and finds that the need is urgent. What kind of programs should it plan? What kind of services will be needed?

The following types of care are indicated in many communities:

For babies from six months to two years of age, supervised individual home care or foster home care.

For children two or three to five years of age, all-day nursery school or kindergarten or other type of well-organized child care center.

For children five or six to fourteen years of age, an all-day school program of eight, ten, or twelve hours instead of the usual five- or six-hour session.

Supervised home or foster care for babies will need the sponsorship and guidance of social welfare agencies. The nursery school, the kindergarten, and the all-day school program are essentially school services.

### To Meet Their Differing Needs

**S**UPERVISED home or foster home care seems best for babies between the ages of six months and two years. However, any mother of a baby of this age should think a long time before deciding to go to work. If she feels that she must go, she will need a kindly, motherly woman who understands and loves babies to look after her child, preferably in the baby's own home or in a home in the same neighborhood. Often the community social agencies can help in obtaining a qualified person.

To meet the needs of working mothers, schools should extend their programs in two directions: (1) by lengthening the school day from five or six to eight, ten, or twelve hours, depending on the hours when mothers work; and (2) by offering nursery school and kindergarten programs for preschool children.

*The Nursery School.*—What does the good nursery school or kindergarten do for the child?

A typical nursery school is housed in a school building, in first-floor rooms that are light and airy. The furniture is low; there are small bathroom fixtures; one sees low open shelves on which play materials of many types abound. This school has been established especially to care for the young children of working mothers. For this reason it varies in some important respects from other nursery schools: (1) It is in session from seven-thirty in the morning until six at night, and (2) it furnishes a noon meal, a midmorning and a midafternoon lunch, and also a morning and/or evening meal as needed.

This school, like all good nursery schools, protects the health of its young charges. Each day every child is examined by the school nurse or by some other competent person before he joins the rest of the children on the playground. If an infection of any sort is noted, the child is put into a comfortable room to play quietly or to rest and

sleep until his mother can take him home.

The playground is an interesting place. There is equipment that offers a chance for vigorous full-body activity. There is space for pulling wagons, riding kiddy-cars, pushing trucks, or driving engines. Boxes, crates, and planks are used for hauling, for climbing, for balancing, for sliding, for building. Rakes, hoes, and shovels are on hand for digging. Large hollow blocks may be made at will into trains, boats, airports, houses. There is plenty of fun, and all of it is the kind that builds health and vitality.

The nursery school plans, too, for the young child's mental development. Most of the materials offered give the youngster a chance to make something, to manipulate, to imagine, to mold things to his own purposes.

There are opportunities, too, for social education. Simply being together offers the children many opportunities for learning to give and take—to get along with people. There is opportunity for sharing experiences on an equal footing.

*The All-Day School Program.*—The major responsibility for safeguarding the welfare of school-age children is naturally the school's. In the all-day school program for children between five or six and fourteen, play and service activities are planned to supplement the regular program. The all-day school may be in session from about seven-thirty in the morning to six or seven in the evening, depending upon the need.



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Many activities are included: organized team and group games; self-directing activities; rhythmic and musical activities; arts and crafts; stories; poetry and drama; nature activities; excursions; clubs and hobby groups; group discussions; and war activities.

Since boys and girls varying widely in both age and interests are present, three or four activities go on simultaneously. Play on the apparatus and in the wading pool and sandboxes, as well as arts and crafts, reading, and music appreciation, are almost continuous.

The all-day school program provides children of working mothers with companions of their own age; with space, materials, and opportunities for happy play; with creative activities; and with guidance to help them understand the new life that has grown out of the war.

### Other Services Needed

**S**OME FORM of information and counseling service is needed to deal with the problems of mothers who are working, planning to work, or thinking of enrolling in training classes. Not all situations can be solved by putting the child in the nursery school or the all-day school.

Many questions confront a mother who is contemplating war work. Would her contribution to defense be better made in her own home than in industry? If she goes to work, how much will she earn? Will this pay for someone to care for her children and still leave something to be added to the family budget? What hours of the day or night will she be away from home? Will she be able to maintain the "best" in family life and also her work schedule? What kind of group or individual care will be best for her children? Will her own health be threatened by her additional responsibilities? How can she safeguard the well-being of her family? These are hard questions to answer, and many mothers will need both help and information.

In addition, school guidance services will be needed for any child who shows difficulty in adjusting to any phase of his new and changed life. Children who are excessively shy, timid, fearful, lacking in initiative; who show tics, speech disorders, enuresis; who fight, lie, or steal; who show an inability to work up to capacity—all need the help afforded by a well-planned guidance service.

In most communities there are not enough trained persons available to staff a greatly expanded school program. Therefore, it will be necessary to train additional persons, both technicians and volunteers. Professional men and women in the various fields may be able to give a few hours each week.

### Financing the Work

**T**HERE WILL be wide local variations in the financial support of the local program. Among the first possibilities for support are the schools and the recreational agencies. Many groups may desire to make contributions of one sort or another (both services and funds). Such groups include defense councils, parent-teacher associations, community chests, civic groups, churches, and service organizations. Private contributors, including employers and parents themselves, may wish to help. Fees from parents can be counted on to provide at least part of the necessary support for any such project.

President Roosevelt recently allocated funds to the Office of Defense Health and Welfare Services for grants to states for state and local administrative purposes in developing child care programs for children of working mothers. No part of these funds, however, is available for the actual local operation of such programs. The funds are administered by the U.S. Office of Education and the U.S. Children's Bureau.

In carrying out its part of the program, the U.S. Office of Education is working with state departments of education and through them with local school officials. Regional representatives of the Office are available to assist. In states having large numbers of mothers employed in essential industries, personnel is being added to state departments of education to help plan and develop the services.

### The Place of Parent-Teacher Associations

**I**N A very real sense, the provision of extended school services for children of working mothers is an adaptation and an extension of the regular parent-teacher program.

Safeguarding the welfare of children, a tremendous problem even in times of peace, is accentuated and heightened in times of war. The provision of adequate care and guidance for children of working mothers is one of the pressing problems that must be solved in many American communities. Where there are not too many mothers involved, a program of group cooperation in the care of neighborhood children may be satisfactory, at least for a time. In communities where many women are working, however, services of the kind described here offer the only solution that will meet the high standards of child welfare long sponsored by the parent-teacher associations in this country. Such services can be obtained only if many organized groups work together. Parent-teacher associations will have a vital part in securing the necessary community support.



# The Words of Our Mouths —and Our Minds

THE two houses stood only a few blocks apart on the same street—each on a corner lot where hurrying passers-by were tempted to short-cut across the lawn. To discourage such trampling, each home owner had posted a sign. The one said simply PLEASE; the other, KEEP OFF THE GRASS. THIS MEANS YOU.

The words were printed for the eye, not spoken for the ear. Yet can we not hear the voice that goes with each? Can we not, even, visualize the type of person who would normally choose each sign—visualize, that is to say, his general manner of behavior toward other people?



The man who preferred the protection of the single word

PLEASE is not likely to be one who enjoys bawling other people out, putting them in their place, proving them to be in the wrong. It is as though he thought of passers-by as normally considerate folk who might, in occasional haste, start to cut across his lawn; but who would, brought to themselves by his reticent protest, say, "Oh . . . sorry"—and take the longer pavement-way around.

How does the other man look upon his fellow men? Not with an amiable eye, certainly. With chip-on-the-shoulder truculence, he threatens even

BONARO W. OVERSTREET

those who have not the slightest intention of setting foot upon his lawn: KEEP OFF THE GRASS. THIS MEANS YOU.

We can argue that all such lawn-signs are but commercial stereotypes and that the home owners may have made entirely random choices. But I doubt that. I doubt it because the signs were not only put up—they were left up. If, conceivably, the man who said PLEASE had, in exasperation, chosen the other sign instead, the chances are he would soon have taken it down. Seeing it himself every time he went in and out of his home, he would have been embarrassed by its churlishness. The man who chose to say KEEP OFF THE GRASS; THIS MEANS YOU was not presumably embarrassed by that sign—else he would not have left it there. He may have viewed it with satisfaction: "I guess that tells them where to get off." Or he may not have thought about the wording, one way or another—he just wanted to protect his lawn, and this sign was designed for that purpose so it must be all right. But in either case, we know something about him.

## We Are What We Say

ALL THIS is circuitous comment upon the fact that when we human beings use words we describe ourselves with them—no matter what subject we think we are talking about; even when we are merely choosing between alternative stereotypes. I suppose we can recite, "Two plus two equals four" without giving ourselves away. But if we talk of anything more personal than that—anything about which we have a free choice of what to say and how to say it—people of quick understanding do not have to listen long before they can guess what they may expect of us on a good many other counts as well.



BY what we say, as well as by what we think and by what we do, others may gauge the depth and sincerity of our belief in the democratic way of life. And as a nation we are committed to that belief—else what is the war all about and what is the goal that lies ahead? This article, like its predecessors in the series "Quality People for a Free Society," hits hard at the barriers that still obstruct man's vision of the democratic spirit and keep him from his due and rightful heritage.

That our words thus reveal us is neither accidental nor unjust. After all, what is language for if not to give public form to our otherwise private thoughts—so that we are less shut away from one another than we would be without it? If our words help us to get out into the open when we want them to do so—when we are trying to recount an experience, or explain how we feel about things—we need not be surprised that they serve exactly the same purpose even when we think we are talking about something quite other than ourselves—about pestiferous people, for instance, who cut across our grass-plots. It is still *we* who are doing the talking; *we* who have chosen the language of courtesy or that of discourtesy.

Here we find ourselves ready to point another characteristic of the quality person: That person freely accepts responsibility for what he says; he does not act as though his own words came out of his own mouth through some will not his own.

Even the finest human being is fallible. He may, for example, be guilty on occasion of a tactlessness he promptly regrets. But here is what distinguishes the quality person from the mediocre: If his tactlessness has hurt another person, he does not say, "Well, I don't see why you took it that way! You should have known I didn't mean what I said." That is, the quality person does not pass off on somebody else the job of discounting what he himself should not have said in the first place. If the other person does understand the slip he has made, and take it in good part, he is grateful. But he still acknowledges his own blunder. The words that did the damage were his words—and they need not have been spoken.

Here again, I think, we see why we can rightly call the quality person a spiritual vertebrate. He himself has a responsible sense of wholeness; he does not assume that he is characterized by his own best words and actions but not by his errors. Other people may discount these errors willingly enough. But he himself knows that he ought to have known better—and while thoughtlessness is an excuse he may be ready to make where other people's blunders are involved, he does not make it for himself—not if he counts himself a free moral agent.

### All Occasions Are Special

IT IS, oddly enough, because he is thus strict in self-judgment that the quality person seems so casual and relaxed. His friends, trying to give a

name to the unaffected integrity of his manner, are likely to say that he is just natural. But in plain fact, he is highly cultivated. He can afford to be casual precisely because he has a habit-system that can be trusted. He does not have to put on company manners, or a company tone of voice, or keep nervously watching his own words, because his beliefs and manners and words have long been disciplined to go together.

When Socrates was condemned to drink the hemlock, he was advised that the time had come when he should prepare for his death. He made a simple, common-sense reply; namely, that he had been preparing for it all his life. In much the same way, all first-rate people—all those who feel what it means to be whole—are preparing all



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their lives for what they will do and say on the special occasions of life. And they are not preparing by giving themselves full credit for all the fortunate things they say and quickly excusing themselves for all errors in tact and judgment.

It is curious how many people seem to feel that they are in charge of their own words only on special occasions. Here is a woman, for example, who is getting ready to give a commentary on current events before the civics section of her club. She takes it for granted that on this occasion she will be rightly judged by what she says. The opinions she expresses will be counted as her opinions. If she does a fuzzy job of expressing them—well, she has done a fuzzy job, and everyone will know it. If she lets her prejudices show through, people won't like it—she will have to make an extra effort to give both sides of that labor issue. If she tries to conceal half-knowledge by gliding over it, or by sounding positive, she may get caught up during the question period.



Apparently this woman knows that there is a distinction between fuzziness and clarity, fairness and prejudice, knowledge and ignorance. Yet—this same woman is a prize rumor-monger and retailer of prejudices—when she is not on the platform; when she and her friends have their heads together and are outdoing each other in tales that begin, "My dear, have you heard . . ." or "A man in my husband's office knows a man who says . . ."

It is as though such a person felt the importance of truth and generosity to be an *occasional* importance—not something that she can be expected to regard all the time. In terms of self-discipline and of human quality she is not really very different from the woman who stops nagging her husband and children long enough to greet, with sweetly social words, the important neighbor who rings the doorbell. *We are what we say*—and not only what we say when we are trying to make a good impression.

### The Words of the Quality Democrat

AS CHILDREN we used to jingle off two lines that seemed to make sense only because they moved glibly on the tongue:

Sticks and stones may break your bones,  
But names can never hurt you.

Nonsense, of course. Whether among children or among nations, name-calling is the most dependable stimulus to the throwing of sticks and stones—and hand grenades and incendiary bombs.

Anyone who has ever heard a reputation being torn to shreds by scandal-mongers or has heard a perfectly decent human being turned into a sort of pariah by the agents of racial prejudice knows that the word is to be handled with more responsible care than any stick or stone. For the stick and the stone will lie harmless until someone whose blood has been heated by words turns them into weapons.

Here is something every quality person knows: that when he uses words, he is morally responsible for whatever action they stimulate. That is something the mediocre person seems never to learn. He goes through life making spurious drama for himself out of tales and rumors and label-words which, if taken literally, become the basis for everything from broken friendships to lynching parties. And if confronted by the results of his own words, he defends himself; he meant no harm, he was only talking . . .

How does a quality person show himself through his words and tones of voice? By accuracy, first of all. He speaks positively only when he is sure of his facts and is careful to qualify as opinion that which is merely opinion. Here he contrasts sharply with the person whose positiveness of tone is an ingredient added to an opinion to make it sound like a fact.

Again, the quality person reveals himself through the generosity-level of what he says. Perhaps he can be more generous than the mediocre person because he experiences life keenly enough not to need the trumped-up drama of tale-bearing. Whatever the reason, he finds it unnecessary to his own happiness to add with his words to the world's burden of sorrow.

In the third place, his words have courage in them where there is need of courage. And they have vividness—the vividness of individuality. What he says has life and color because he has seen and felt life and color in the world he is talking about.

Finally, the words he speaks are part of the total integrity of his make-up. Of such a person we say, "His word is as good as his bond." This means simply that he feels himself morally responsible for what he says as much as for what he does: it would never in the world occur to him to say, "I meant no harm, I was only talking . . ."

*We are what we say*—all of us who are members of our speaking race. And the quality person for a free society is a quality person no less in word than in action.

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*Sometimes one comes across a person . . . with whom living is a fine art; then one realizes what a much more beautiful creation it is than books and pictures. It is a kind of sweet and solemn music. Such a man or woman has time to read, to talk, to write letters, to pay calls, to walk about the farm, to go and sit with tiresome people, to spend long hours with children, to sit in the open air, to keep poultry, to talk to servants, to go to church, to remember what his or her relations are doing, to enjoy garden parties and balls, to like to see young people enjoying themselves, to hear confessions, to do other people's business, to be a welcome presence everywhere, and to leave a fragrant memory, watered with sweet tears. That is to live.*

—A. C. BENSON



# my MOTHER

ALONSITA WALKER

A Founders Day Tribute



Alice McLellan Birney

**S**EPTEMBER 28, 1942, the day of dedication of the memorial to my beloved mother Alice McLellan Birney in Marietta, Georgia, her birthplace, will forever stand out in my memory as my greatest emotional experience. It began that Sunday morning with a breakfast of several hundred guests gathered to honor Mother's memory, and it ended with the unveiling of the memorial sundial. I heard the childish voice of little Alice Birney Robert saying "I dedicate this memorial to my great-grandmother, Alice Birney," and I seemed to hear again my mother's soft voice quoting "And a little child shall lead them."

It was a day so crowded with emotions and memories that I felt as though I were looking at a film with scene after scene flashed rapidly on my mind and heart. It was on the very site of this beautiful memorial that my mother played as a child. Not far distant is the house in which she was born, with its high stoop and great white columns, and the

peaceful church in which she was married.

One of my mother's favorite stories, which was impressed indelibly on her memory, was of herself and two small sisters waiting to go to church on Sunday morning and standing hand in hand before the same high-stooped house. New shoes had just arrived from the North—new black shiny high buttoned shoes with large fat tassels. (Eighty years ago children's shoes were bought not necessarily to *fit* but by *age*! If you had a small foot for your age, you grew up to your shoes—if you had a large foot, you suffered tortures until they were stretched. My mother, who was of the latter group, said she remembered feeling a real kinship with the Chinese children whose bound feet were described in detail at Sunday School. During the long sermon in church she would ponder the fact that all suffering was the same the world over.)

As the sisters stood ostentatiously, and I must admit vainly, in a row, bonnets, flannel sacques, stiffly starched skirts, long white stockings pulled tightly up over very long and skinny legs, toes turned well out to insure a better view of the new black shoes, a group of town boys passed. Bursting into teasing laughter, one sang out: "Look at the straws stuck in pound cakes." My mother used to say she would never forget her anguish and embarrassment. It may have been the beginning of her tact, her almost abnormal desire never to hurt anyone's feelings. Or, as she said, "No amount of lecturing on vanity and pride could have made the impression that those boys made."



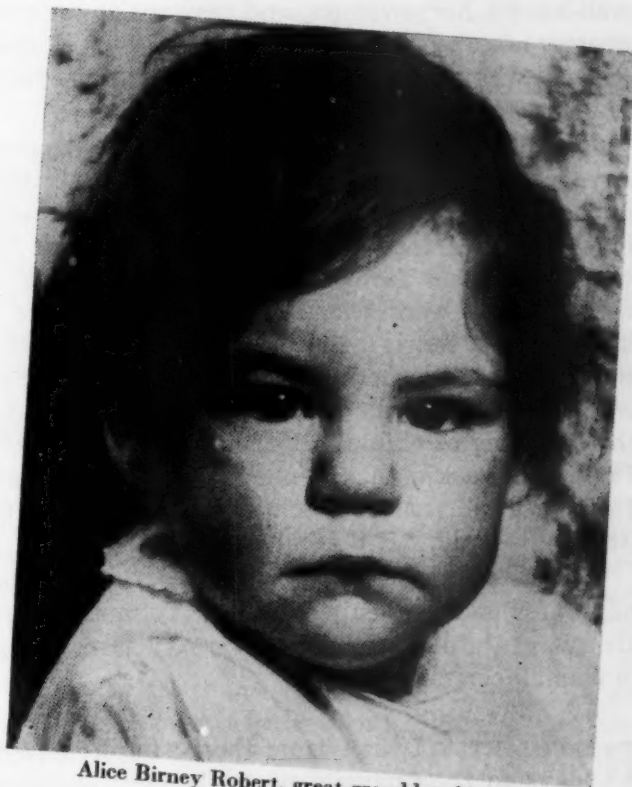
**D**URING the recent dedication of the Birney Memorial at Marietta, Georgia, Mrs. Walker, the daughter of Alice McClellan Birney, was naturally greatly moved by the memories that rose to fill her mind. Her mother, our beloved Founder, seemed briefly to return as the loyal throng assembled to do her honor. Certain intimate glimpses of the Founder's life and personality, here shared with every reader of the *National Parent-Teacher*, will live to become a lasting and valued part of an already rich tradition.

How many memories the church brought! I remember my mother's description of her trousseau gowns, dresses much too old for a present-day grandmother. Two garments particularly stand out vividly—one a stiff black satin with bustle and train and a tight-fitting basque appliqued in jet. This model for the very youthful bride, as if it were not terrible enough by itself, was duplicated in a dull maroon. The other dress was a rigid black-and-white checked taffeta trimmed in velvet and trailing the ground. This was for sportswear! My mother told me these things as we were selecting my own trousseau, and we laughed about it. "Mama," I said, "you must have looked a thousand in the jet dress." "Oh," she answered, "I used to put a pale blue bow in my hair and a pink rose from the garden at my throat."

**T**HE film races on. The young wife, soon widowed, returned to her home town from Charleston, South Carolina, where she had spent the two years of her short married life. At every turn in the little town of Marietta I could see my mother as she had been. She was so young when I was born that I remember her always as youthful and beautiful. My daughter, Evelyn, the mother of our little living Alice Birney Robert, has asked me to describe my mother's actual appearance. So many people, she says, are interested. To me she changed very little over the years, and when one realizes that she died at forty-nine it is easy to understand that. Her hair was a rich chestnut, and, though it became much darker toward the end of her life, she never had any gray hair. Her eyes were gray and her features irregular. Her high, intellectual forehead was always an annoyance to her. She was about five feet four inches tall and always slim; she had a beautiful fine skin and the loveliest smile you could imagine.

However, she was not at all satisfied with her looks. She would jokingly say, "In my next incar-

nation I wish to have naturally curly, blonde hair, waving back from a low forehead, a straight nose, and an upper lip not too long. I shall have no timidity and no shyness." My daughter has always seemed an answer to the first part of this wish, and the little Alice Birney Robert (her child) a combination of the whole. It may, of course, be just grandmotherly pride, but I felt that at the dedication ceremonies the member of the family who showed the most poise and calmness was little Alice Birney, now almost four years old.



Alice Birney Robert, great-granddaughter of Alice McClellan Birney

Another flash from the past—my mind races ahead of the pen. I can see my mother on the tennis court, the only one in the little town, and I remember how shocked I was (at the age of five) when I heard her call out "Fifteen, love—thirty, love." I spoke to her after the game about this familiarity. How she laughed! She caught me in her arms and kissed me, explaining that it was only "scoring," whatever that might mean. I didn't know then, but I felt it was all right.

Then, during her youth and mine, there were fancy dress parties and rehearsals for private theatricals, among others "Pinafore." My mother had a lovely voice, and in those days the voice and music were "cultivated." I remember, too, our preparations for Christmas—for weeks ahead we were making paper chains, gilding walnuts to hang on the tree, popping popcorn and then stringing it, making presents. My mother used to say

that "presents that represent your own work mean so much more to people." That is certainly still true. At any rate, she taught me to outline splashers (to hang back of washstands, in case you never heard of them) and crochet bedroom slippers, but bags were my specialty! There were taffy-pull parties, euchre parties, picnics on the very spot of the sundial memorial, moonlight straw rides, horseback trips to Kenesaw Mountain; for in those days my mother was athletic and loved to ride. This characteristic and her love of animals have certainly been inherited by my daughter, who is a well-known horsewoman, and perhaps to an even greater degree by her child, little Alice Birney Robert, who was riding in the Washington Horse Show at the age of fifteen months.

An important part of our life in those bygone days was charity. It seemed to me that at all times of the year (not only at Christmas) we were packing baskets of food for some poor family, or we were arranging for wood or coal to be sent to them, or we were hurriedly getting together a layette for a newly born baby. As a tiny child I went with my mother on many of these trips. She was always rebellious toward suffering, especially the suffering of children. "Are you mad, Mama?" I remember asking her on one occasion. "No, dear, I am just sad that some children should have so little," she said. "It doesn't seem just."

The life of this small town was so full of normal happiness and happenings for us. My mother was always grateful that her early years were spent in a small community.

**R**ELUCTANTLY I turn from those simple, happy days to the financial necessity of a business career for Mother. But later she entered into a second and ideal marriage—to Theodore Weld Birney (eleven years after the death of my father—her first husband). Happiness passes all too quickly. There were two babies, whom we jokingly refer to in the family as the inspirations of the National Congress—Catherine and Lillian—a few happy years in Chevy Chase, a suburb of Washington, D. C., and then the clouds began to gather, as Theodore Birney was attacked by a hopeless illness. During the next year the sun shone only once for Alice Birney, and that was during the first meeting of the National Congress of Mothers, destined to become the present great P.T.A. The immediate response of the people and the press to her idea of child welfare, so generously supported and made possible by Phoebe Apperson Hearst, was comfort and balm and joy to a sad spirit. I cannot say her only comfort or joy, because she had her children; she had her old friends and her new-found friends, who loved her as

sisters and who, during the few remaining years of her life, were loyal and devoted. These have kept her memory green—so much so that at the recent great dedication, with representatives present from every state in the Union, I was amazed at the genuine love and devotion expressed for my mother and at her apparent closeness to even the youngest state president.

Then, as they say in the movies, time marches on. Theodore Birney's untimely death, though it was a blow from which my mother never recovered, was followed by several years of work—intensive work day and night for the Congress. She used to call this occupation a Godsend.

In spite of illness (we did not realize how serious at the time) my mother insisted on coming to Mexico City to be present at the birth of her first grandchild. For days after her arrival we awaited the great event. The last night before my son was born, I dreamed that my mother said to me, "Now don't worry about anything. I am going to have the baby for you." When I told her this the next morning her eyes filled with tears. "How I wish I might! Every mother wishes that, my dear."

I try to shut my eyes on the next two years, for they marked my mother's illness and her death. The greatest sorrow of my life had come to me.

**W**HEN I stood before the gathering of several hundred people at breakfast in Atlanta on the day of the dedication, I felt proud and grateful. Proud of my mother's vision, of her courage to swim against the tide, of her success in her life's work; and grateful to those present and to the thousands throughout the country who are "carrying on" the work she started, developing it to suit the times—and, from my own knowledge of my mother's hopes for the future of the work, doing it exactly as she would have wished.

As I listened to the eulogies of Alice Birney's life and work so beautifully expressed, I felt thankful that mother held the light and showed the way. Thousands have enlisted in this blessed work. Now they are carrying the light still higher, increasing its radiance and extending its orbit.

What were some of the qualities of Alice Birney that gave her such power? First and foremost was my mother's love for little children; second, her great sympathy with adolescence; and third, her understanding and charitable judgment of all the trials and temptations of life. Love, sympathy, and understanding!

I hope that these qualities have been transmitted by me to my daughter and that she, in turn, has passed them on to her little Alice Birney. It makes me happy that the child bears this name. I know that she will honor it, and I hope that she will love and cherish the memory of her great-grandmother.





# THE DEMOCRATIC NURSERY

RALPH H. OJEMANN

APPLYING the term "democracy" to the nursery may seem on first thought somewhat far-fetched. Democracy is something that we think of in connection with relationships among adults, adolescents, and perhaps children of elementary school age, but to most of us it seems hardly a matter of concern for the nursery. We tend to feel that there will be time enough later to instill the principles of democracy.

There is, however, a child behavior pattern that appears so often and in so many families as to give us the uneasy feeling that our first thought may have to be changed. When baby comes into the family circle, most parents are anxious to give him the best possible care. He is fed regularly; he is bathed at practically the same time each day; he is put to bed at regular times; he may even be weighed regularly. Usually a baby treated with such care is what we commonly call "such a good baby." He sleeps about as much as is expected. He gains in weight. He gives every appearance of being healthy, and he doesn't cry a great deal.

Everything seems to go well (except for occasional disturbances) until sometime near the end of the second year. Then something happens. The good baby becomes stubborn. There are a great many things he used to do that he now just won't do. He won't eat his food as well as he used to. He objects to going to bed. He may not sleep for a long time after he does go. He "gets into everything."

This form of behavior appears in so many families that the age between two and three years has been called the negativistic age. The child seems to have a strong will. He won't do things his mother asks him to do even though they are things he used to do. He often has to be just picked up and *made* to do things.

What has happened to produce so many cases of stubbornness or negativistic behavior after only two years of postnatal life?

## A Self of His Own

WHEN the stubborn or negativistic behavior is analyzed, we often find that the child is striving for a feeling of independence. He gets satisfaction from doing things for himself, and he is seeking that feeling of satisfaction when he resists the suggestions of the parent. Sometimes, too, his stubborn behavior seems to be a way of getting attention.

Now the question arises: Why is it that the child uses stubborn behavior as a method of showing that he can do something for himself? To make a long story short, in most cases the child is overdominated by his parents and the other adults in his environment. He isn't allowed to do as many things for himself as he can do. He is dictated to far more than is necessary. And as soon as we mention the word "dictate," we see at once a possible connection between the child's frequent stubbornness and the question of democracy in the nursery.

Recognizing that the child can do some things for himself and that he seeks and enjoys doing these things is important even at the nursery age. And these are some of the ideas that we include under the term democracy.

We can provide an environment for the growing child in which there is much dictation, or we can provide one in which the child himself has some choice. Careful studies of children working and playing under domineering adults as contrasted with children living under more democratic conditions have demonstrated that an en-

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**W**HAT is a nursery? A place for growing children. What may a nursery become? A true, if limited, democracy. So affirms this article, the sixth in the parent-teacher pre-school study course "Babies in Wartime."



vironment full of "do's" and "don'ts" tends to produce many behavior problems that are not encountered in a more democratic situation.

In one study, for example, children working under an autocrat showed much more aggressive behavior, much more hostility toward the other members of the group, and much less cooperation than did those under a democratic leader. Studies of children in the home have shown the same result. In one study children two years of age were observed first with the parents using a great many direct controls—that is, a great many "do's" and "don'ts." Then the parents were taught to use fewer direct commands and to do more planning *with* the child. The results were most interesting. Cooperation was greatly improved; this was evident in even such necessary routines as eating, going to bed regularly, and keeping toys in order. Also, the constructiveness of the children's play seemed to gain. They appeared less concerned about resisting the suggestions of their parents and more interested in constructive activities.

Thus there is strong reason to believe that even in the nursery years it makes a real difference in the child's life whether we proceed democratically or otherwise. It may be helpful now to ask ourselves more specifically what we mean by a democratic environment for the young child. What does the democratic parent do that the autocratic parent does not do? There are several points that we can emphasize.

### Understanding Brings Wisdom

**D**EMOCRACY means much more than the counting of noses. It means recognizing the individual as a personality, that is, recognizing the needs and interests of each person involved in a given activity. One of the important ways in which a democratic parent recognizes the child as a personality is by trying to understand all behavior before he uses any approvals or disapprovals or any punishments or rewards.

Many of our present practices with children are not founded on an understanding of first causes. When the baby cries, he is often picked up and cuddled. Perhaps there is something really wrong, perhaps not. He may be uncomfortable, or he may be seeking attention. If he is crying for attention, the question immediately arises: Aren't we giving him as much attention as he should get? Why does he have to cry in order to keep the personal status he should keep through constructive play?



When the two-year-old doesn't eat his food, he is often forced, or coaxed, or bribed, or pampered by between-meal feeding. But perhaps an illness is coming on. Why not wait and see? Or perhaps he is trying to gain attention. Why does he have to use that method? Has he been neglected?

When the toddler makes a great deal of noise we sometimes approve and sometimes scold, depending upon our feeling at the moment. Why should our approval or disapproval be dependent upon our own feeling alone? Why not take into account the feelings of both child and parent?

When the child pulls the sugar bowl off the table and spills the precious sugar all over the floor, we may feel like spanking him. But why not wait and look into the situation? Before we decide how to treat him, let's get as clear a picture as we can of what he was trying to do. Surely anger is not a good guide.

When the young child runs across the street after we have told him many times not to do so, we feel like penning him up or spanking him. But why did he run across the street? Doesn't he have interesting play materials on his side? Isn't he given some help in learning how to use them and some recognition of his success when he does play constructively?

When he sucks his thumb, we may get worried and put on the "aluminum mitts." But why should we attempt to change this habit without first understanding what caused it? Isn't the child as a personality sufficiently important to make us want to understand him?

One might give many more examples of our attempts to guide our children without trying first to understand what they are trying to gain. Nearly all ordinary methods take into account the adult's feeling or the adult's opinions rather than the child's needs. One of the major characteristics of the democratic nursery is that the parent endeavors to understand what lies back of all the child's behavior.

When this idea of looking for the causes of behavior is applied, many problems in the guidance of young children are seen in a new light. Take, for example, the old problem of spanking. We can go back to the child-study books of fifty or seventy-five years ago and find discussions of this problem that are as superficial as much of our discussion today. When we think of the causes of the child's behavior, the real question is not "to spank or not to spank." It is, rather: What caused the behavior, and how can those causes be removed? To talk about spanking without thinking first of the causes of behavior is nonsense. For example, when we analyze the quarreling of children at home we find many causes. A three-year-old will often object when an older child wants to

dominate him, and a violent quarrel may result. In one case of this kind it was found that the reason the older child wanted to dominate the younger was that it made him feel bigger. In such a case, will spanking make the older child feel bigger? No. If anything, it will make him feel smaller. How, then, might we help him to feel bigger in a constructive way—that is, to be so proud of what he can do and so interested in it that he will have no time and no desire to dominate the younger child? By spanking him? Certainly not. How can we do it? Perhaps by providing more materials out of which he can construct something. If he is a six-year-old, he can perhaps help to make a barn for his farm animals and then paint it. Or perhaps he needs a greater variety of blocks to build with.

The important question is not: "Should we spank or should we not spank?" The important question is: "What were the causes of this behavior, and how can those causes best be removed?" Fundamentally speaking, it is a question of working out ways in which we can help a child to gain pride through constructive work or confidence through exploring or a cooperative spirit through learning to take turns.

### Justice in the Nursery

**T**HEN there is the problem of favoritism. In an autocratic family the mother or the father may feel justified in playing favorites, but in a democratic family the welfare of every member is to be considered equally with that of all the others.

A second characteristic of the democratic family is its use of the child's ability to help make decisions. Even at an early age he can do some choosing. As soon as he begins to manipulate playthings, he can do more. When he learns to creep and then to walk, he has still further opportunities for choosing.

At the age of two—or at any age—there is no reason why the parent should not feel free to offer suggestions. Democracy means planning together. The important point to note is that during the early years the choice of play materials should not be dictated by the parent *alone*. Real choices should be offered, in which the two-year-old has a part.

Too, ability of the child to make choices should be encouraged and expected to grow. By the time a child is three years old there are many choices in which he has had a part; by the time he is four there are more, and by the time he is five there should be quite a number. The suggestions of the adult should grow constantly less and the decisions of the child should grow constantly more in importance.



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This is not to say that the needs and wishes of parents are not to be considered. All we have to remember is that the needs of all persons involved in a given activity should be taken into account. The word "all" includes both parent and child. This is democracy. In many homes too much emphasis is laid on the needs and feelings of the adults and too little on the needs and feelings of the children. But it is not necessary to go to the other extreme. Genuine democracy means genuine cooperative planning.

As the child grows older, there is also the possibility of gain on his part through understanding the behavior of the parent. There is no reason why understanding should be a one-way process in either direction.

### The Difference It Makes

**W**E HAVE come a long way from our "first thought"—that democracy has little to do with the nursery. We have seen that the kind of social relationship that exists between child and parent during the early years has a definite influence on the child's behavior. We have suggested how the growth of both parent and child is involved in building the attitudes of democracy.

Is your family the dictator type or the democratic type?





## Notes from the Newsfront

**Year of War.**—About a fifth of the cost of war between the attack on Pearl Harbor and the beginning of 1943 was met by the sale of war bonds and stamps. Currently, however, they are financing only a sixth of the bill.

A widespread rumor that war bonds were being "cashed in" almost as rapidly as they were bought has been proved baseless. Treasury figures show that only a little more than two per cent of bonds sold since May 1941 have been cashed.

**Clothing Pool.**—In England, the London Board of Trade is planning a national pool of children's used clothing for exchange. Clothing depots have already been set up in several towns. Outgrown clothing of all sorts is received and paid for in kind.

**Largest Organ.**—To most people, who are not accustomed to think of it as an organ at all, it comes as a surprise that the largest organ of the human body is the skin. In the normal adult human being it weighs about eight pounds.

**Warning.**—Housewives are urged not to release their irreplaceable household utilities to repair salesmen who go from door to door soliciting this work. A prosperous fraud has sprung up by which hundreds of homemakers have been deprived of their valued utensils or obliged to buy them back at exorbitant prices. Before any article of household equipment is permitted to leave the house, the homemaker should verify the salesman's statement that he represents a responsible local firm. She should also insist on a written estimate of charges for the proposed repair.

**Hotels.**—The United States Army is now the owner of eight large hotels and is paying for leases on 475 others, with an aggregate of 43,090 rooms.

Of the hotels purchased outright, two are being used to quarter troops. These are the Stevens in Chicago and the Shark River in Neptune, New Jersey. The other six will be converted into military hospitals.

**Repossession.**—The Axis has been warned by the United Nations that properties seized in occupied countries will be restored to their rightful owners after the war, regardless of whether they were acquired by a legal fiction. The Axis has systematically looted all conquered countries of machinery, art objects, transportation equipment, household goods, and the goods of business establishments. Each seizure has been based on some supposed legal transfer, but accomplished under pressure and for considerations either valueless or far less than the actual value of the property.

**Safety Drive.**—To aid the manpower drive, a safety campaign on a national scale is being planned by the National Safety Council. Officials of the organization will visit Chicago, St. Paul, Minneapolis, Seattle, Portland, San Francisco, Los Angeles, San Diego, Dallas, Fort Worth, Houston, and New Orleans. In each city they will call on leaders of business, industry, and labor unions, as well as on municipal authorities, urging them to co-

operate and enlisting their financial support for the campaign.

**Tighten That Belt.**—Rationing of canned foods will probably be in force by the third week of February. Point rationing of meat is scheduled for about the middle of March. Approximately thirty per cent of the nation's butter output is expected to be absorbed by the armed forces and the lend-lease program.

**Ironed Will.**—After a flood of any proportions, there is always a rush to buy electric irons. Why? Because it has been found that the heat and pressure of an electric iron will effectually dry and restore records, wills, contracts, negotiable securities, and other legal documents of all kinds, actually restoring old, faded, and damaged ink to its original legibility.

**First Aid Casualty.**—A rather startling case of misapplied first aid is reported from a Western city, where a patient suffering from nosebleed was rushed to the hospital with a tourniquet around her neck!

**Inflation Indeed.**—To such heights of absurdity can inflation rise that in Germany, after World War I, the German mark was so reduced in value that all the mortgages on all the properties in Germany could have been paid off for less than one American cent.

Inflation is not a new problem. In the days of the Roman Empire there was a period in which a pound of steak sold for about the equivalent of \$216. In eighteenth-century France there was so much money afloat that one man bought the entire edition of a new dictionary just for lack of anything else to spend his money on.

**Clothing Care.**—Clothing and textile manufacturers are everywhere pleading, almost tearfully, that American women learn the proper methods of caring for fabrics of all kinds. Restriction of many types of cloth is inevitable, and most of the substituted fabrics require special care. On buying a new garment, the purchaser should study thoroughly the directions given on the various labels for care and cleansing, and should thereafter follow them religiously. Caution in buying is essential; modern labels usually give full details about the materials of which the fabric is woven and what may be expected of them. It is the part of wisdom, in buying clothing for the family, to neglect no part of all this information.

**Patent Pathos.**—The inventor of the common safety pin sold all rights to his idea—which was worth millions—for four hundred dollars. The inventor of the typewriter did a little better—he accepted \$12,000—but he could have been many times a millionaire if he had held on.

**Cancer.**—Marjorie D. Illig, national commander of the Women's Field Army of the American Society for the Control of Cancer, recently stated that nearly half of the 160,000 annual deaths from the dread disease could be prevented if Americans would visit their physicians for regular physical checkups, so that treatment might be instituted in time.





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# The Token of Freedom

BEATRICE WARDE

**W**HEN the British refugee children embarked for America and safety during the blackest days of the battle for Britain, they brought with them a gift from Americans in England to help acquaint them with Americans at home—a book outlining the democratic ideals of both countries, a sort of testament of freedom. This article, truly a story behind a story, tells of the conception and realization of one of the most moving impulses of the present war.

**I** WAS NOT one of the five or six million people who heard Dorothy Thompson broadcast about "The Token of Freedom," the little book that the American Outpost in Great Britain presented to the British children who were sailing for America in the summer of 1940. We Outposters in London only heard by cable that she had spoken about the book and that the text of her talk was on its way to us by air mail. We rejoiced; I most of all, as the person responsible.

So it was I who bore off the script on the evening of its arrival, to read at leisure in bed. My bed was laid out, along with fifty others, in the American Bar of the Waldorf Hotel in London. The punctual sirens had howled in the autumn twilight, and the punctual Luftwaffe was overhead.

"Good evening," said the script. "I have here in my hand a little book—a little book small enough to put in your pocket and only sixty pages long. You can't buy this book; it is not for sale. Very few people have it. It is one of the documents of this war. Sometime it will be a collector's item. But it is not a secret document, although it is a treaty. I think that never in history has there been such a treaty. It is a treaty between Britain and her exiled children. . . . This little book contains a summary of all the things that Britain is fighting for and incidentally of all the things that America, the country they come to, stands for."



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I read on, oblivious to an occasional shudder of the earth around that shelter; and then, as I turned the last page and the lights began to dim down, I lay back and traced through from the beginning the strange story of the making of that book.

I went back in memory to that incredible Fourth of July, 1940, when every American left in Great Britain was subconsciously aware of crossing a Rubicon. The last neutral ship was sailing from Ireland; we weren't on it. Ambassador Kennedy had said to us GO HOME, in capital letters, in the circular from the Embassy. We, 3,000 or so Americans, hadn't taken that last ship; and, as you remember, apron-string legislation forbade us to travel on any "belligerent" vessel.

We were in Britain, it seemed, for the duration; and those hundreds of us who had banded together to form the American Outpost in Great Britain were searching our brains for some way, any conceivable way, of getting something more important than our perishable selves across the Atlantic. What we had to get across was the truth, the terrible truth that it was so hard to see at 3,000 miles'

distance—the fact, so obvious from where we stood, that America was in mortal danger.

At that time, when it was still possible for England to be overwhelmed and destroyed life by life, plans were being seriously entertained for the mass migration of British children to the other nations within

the British Commonwealth and to friendly homes in the U.S.A. We Americans, looking on in sympathy, felt that only a strong possibility of successful invasion could have justified such a scattering forth, by the hundred thousand, of the country's most precious treasures.

We knew that the children who reached other parts within the British Commonwealth would be received, even if by strangers, as "members of the great Family." Adjustment to the new life there would not have the fearful complications involved in passing into a neutral country, out of sight of that flag for which "brave Daddy and brave Mummy" were preparing to lay down their lives. It was the children bound for the U.S.A. who were walking into real danger—psychological and spiritual danger. There they would be pitied as "poor little refugees" and even, perhaps, expected to congratulate themselves on being "safe"—they who had shyly pleaded to stay, who had swallowed back the hurt of feeling like useless little Spare Parts at a moment when all real people were needed as Working Parts.

They would need some sort of spiritual support, those children who would have to pass from the only fighting "land of liberty" to the other, neutral one. They must carry words with them—words to say what their fathers and mothers were fighting for. There was not the faintest hope of asking the British Government to set down such words in a book that young Britons could take with them.

**B**UT fortunately the "words of freedom" were at hand. Sir Bruce Richmond's splendid anthology, *The Pattern of Freedom*, appearing just after the miracle of Dunkirk, had made a sensation in England. It was as if the windows of heaven had opened to let out the voices of Pericles, Milton, Lincoln, and others crying: "Fight! This is what you are fighting for; listen!"

I called upon a firm of publishers, Messrs. Faber and Faber, and asked them whether the American Outpost might be permitted to use about a third of that anthology, preserving its general "shape" but selecting only the passages most appropriate for the gift book we had in mind. We promised, of course, that no copy of our private edition would ever be sold, or even given away, to any but the children who would actually receive it on ship-board.

With the publisher's consent, and the anthologist's, it remained only to get the financial guarantee for the first 2,000 copies (which my gallant mother put up on receiving an excited cable from me); to make the selections and design the book (fortunately, I am a professional designer of printing); to secure the consent of the British

Ministry of Information (who knew that the American Outpost was a bona fide voluntary body of American patriots); and to see those marvelous people at Grosvenor House, the American Evacuation Committee, and find out when their first ship-load of children was likely to sail. We must, we knew, persuade them to add to their nightmare responsibilities the extra job of opening and distributing to the children, once they had left port, censor-sealed parcels of that little book, that printed "Token of Freedom."

**T**HE SAINTS at Grosvenor House were touched and delighted at the idea but doubted whether a book of that length could be printed, bound, and individually inscribed with the children's names in the short three weeks before the first pilgrim ship sailed. But the printers, too, had been touched by the idea: Messrs. MacLehose, in Glasgow, put their best craftsmanship into the job at top speed. I wrote a special preface for the little book, telling the children that "we Americans, too, say that the thing your fathers are defending 'shall not perish from the earth'."

The hardest part of the job was designing the inscription page. It had to be a personal message of love and exhortation from each person who had contributed to the cost of making that printed gift. So it said: "This Token of Freedom was given to me" (here the name of the child was written in), "when I was . . . years old, by someone who loved these words, and knew what they meant, and knew why I must cherish them and hold them sacred so long as I live."

We knew why, we grown-ups. We knew what a touch-and-go affair it was going to be. At every stage of the book's making a dummy was air-mailed across to my mother, May Lamberton Becker of the NEW YORK HERALD-TRIBUNE, so that if the worst suddenly came to the worst, the making of that book could be started anew in New York. But all went well—by a hair's breadth. On the very day of the first "going-away party" at Grosvenor House the advance copies arrived—were inscribed—were rushed to the Censor's office, passed, sealed, got aboard the ship. . . .

From the adjacent mattress in that shelter came rhythmical snores. It was a bad night outside. And yet (I thought, tucking that script under my improvised pillow) all the worst dangers are over. The British will never go the way of Vichy; we Americans have begun to say the word "freedom" right out loud; Jefferson, Patrick Henry, Lincoln, Pericles, Shakespeare, and Milton are not forgotten dead men. They will always speak, always find mouths to speak through, even the mouths of babes. And (I thought, smiling in the dark), my mother and I had helped them speak.



# IF THERE EVER WAS A TIME

## Editorial

G. L. MAXWELL

ONE frequently hears that parent-teacher meetings have been suspended or curtailed because parents and teachers are too busy with war activities to attend. Though the motives are unquestionably worthy, such action is shortsighted; for no civilian war activity is more important than home and school cooperation for the welfare of children and youth. If there ever was a time when parents and teachers needed to work together, *now is that time.*

As a nation at war, we depend upon our youth as never before in our history. By the hundreds of thousands, our young men in their teens—we used to think of them as boys—are filling the ranks of the Army, the Navy, the Marine Corps, the Coast Guard, and the Merchant Marine. Millions of other young men and young women, still in their teens, are working in factories, in shipyards, and on farms, to produce the materials of war. We could not wage a successful war without the help of our young people.

For those of us who have children in our homes and for those of us who teach children in our schools, there is no civilian war service more essential than service to these boys and girls. Ours is the responsibility for seeing that they are well nourished, healthy, and strong. Ours is the obligation to see that their minds are free from irrational fears and hatreds, clear-sighted in understanding the nature and aims of this war, hopeful that the war may yield a better world for its terrible cost in life and property. Ours is the task of preparing them adequately for the arduous duties of military service and war production and for the grave responsibilities of citizenship. And *our time is short.* These things are true even if our children are still in elementary school, for, however soon the military phase of the war may end, we have many years of strenuous living ahead of us in the long period of world reconstruction.

The problems that face us these days, as we think of our children's welfare now and during the years ahead, cannot be met satisfactorily either by parents alone or by teachers alone. The united efforts of home and school are needed. Educators from Britain tell us that mental casualties among British children and the rise in juvenile delinquency were due not to bombing but

to the disruption of family life and the separation of children from their accustomed home-and-school situations. As soon as the heavy bombings began, teachers and parents were compelled to work together; and, wherever

this close cooperation has continued, the harmful effects of the war on children have been slight.

Here are a few of the problems that parents and teachers should be considering:

1. How shall we help boys and girls to understand the nature and purposes of this war?
2. How can we best prepare boys and girls for their part in the war effort, and at the same time safeguard them against unnecessarily brutalizing effects of war?
3. What sort of education should our schools be offering to give support to the war effort and at the same time to promote the enduring welfare of children and youth?
4. How shall we parents and teachers treat our sixteen- and seventeen-year-old boys and girls, in view of the sobering fact that they stand on the threshold of grim and arduous adult life?
5. What educational experiences will be of most value to the more capable and mature of our sixteen- and seventeen-year-old boys? Should they finish their high school courses, or should they have an opportunity to attend college for a year, in lieu of the last year of high school, before they are called for military service?
6. What can we do to stem the rising tide of juvenile delinquency?
7. What services can the schools render to the children of working mothers?
8. How can schools and homes best cooperate to maintain adequate nourishment, health, and physical fitness for all children?
9. How can we best prepare boys and girls *now* for their responsibilities as adult citizens called upon to make historic decisions?
10. What can we parents do to keep the teachers of our children on the job *now*, when our children need them most?

Let us not plead that we are too busy with war activities to attend parent-teacher meetings, unless we are sincerely convinced that our other war services are more important to the nation than the welfare of the nation's manpower for the years to come.





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**W**HAT big words she uses!" remarked a visitor, of my kindergarten daughter. "Oh, yes," I laughed. "But she doesn't know what they mean."

"Are you sure? She uses them correctly."

As a matter of fact, I wasn't sure. I wasn't sure because I didn't know what words she should be using and I wasn't sure what meanings the words she used really had for her in her own little mind. I had heard her talk so much and so often (she is the chatterbox type) that sometimes I scarcely listened. But my interest was aroused, not merely in her vocabulary but in the word-usages of all children. What words do our little boys and girls assimilate by the time they reach kindergarten, and what use are they able to make of these words?

To draw any final conclusion, it would be necessary to study several hundred youngsters, but studying just one child is fun and makes an interesting hobby for many parents.

Housework may be monotonous, but rearing children never is if you keep your eyes and ears open. A little word study mixed in with pots and pans will keep any kitchen from becoming dull. It certainly pepped up my evening routine. In fact,

# Watch the Words Grow

HELENE DEAN OLSON

it opened up a whole range of new and interesting things to do with children.

I asked Miss Elda Merton, a reading supervisor, for suggestions. "Why not write down the unusual words she uses," she said, "and later we can ask her to tell us what they mean. That will indicate whether she is repeating them in a parrot-like fashion or really understands their meaning."

The first day I tried to write down all the unusual words I heard my daughter use, but that, I quickly decided, was making this little game a chore. To dash down from upstairs to write down a word did not increase my efficiency in house-keeping. If the game became too complicated I knew I should soon discard it. So I simplified it.

It was Janice's job to set the table for the evening meal, and a kindergarten youngster spends a long time at it. As she trotted back and forth from the dining room to the kitchen she chatted away, and during this time I kept my ears wide open. On a large calendar on the kitchen wall I made my notations. Of course she wanted to know what I was doing, but as I always made lists for groceries I merely answered that I was writing down some things I wanted to remember.

Her incessant chatter had often annoyed me, but I found that when I had my mind focused on a definite thing her conversation was much more interesting. This is a pointer for parents. Sometimes when we are annoyed with a child the annoyance is our fault, not his. We have failed to focus properly.

**A**T THE end of three months I listed the accumulation of words alphabetically and divided the list into two parts. As part of a bedtime game I asked her to define half of the words each evening. (I took her replies down in shorthand, but shorthand isn't necessary.) If she did not define a word immediately, I said nothing, crossed it off, and went on to the next word. I wanted a true picture of word meanings from her mind. A few suggestions from me would probably have reminded her of many meanings. That, however, would have given me a picture not of *her* mental tools but of *mine*, and such a picture would have been worthless.

The game was fun, and she was sorry when there were no more words on our list. My husband and I were careful to make no remarks either then or later, for we did not wish to arouse her curiosity about what we were doing.

It was apparent from the list that she had used some of the words imitatively a few times and then discarded them. She had always been inclined to ask the meaning of every new word she heard. Words seemed to be as fascinating to her as toys. But with children, just as with adults, the mental tools that are not used become useless.

The word *alternating* had a very vague meaning at this later time. The oculist had used it to describe a condition of her eyes. She had promptly asked what it meant; he had explained it to her. She had used it a few times in the next few days and then apparently forgotten it. At least it had very little meaning to her later, although she remembered enough of it to answer, "Something about my eyes." *Homogenize* and *pasteurize* she could not define, merely stating that they were "something about milk." However, she had previously asked the meaning of each. She had greatly enjoyed the story of Pasteur and for a few days had asked many questions about his work. She had seen a homogenizer at the local dairy and had also heard an explanation of the method of pasteurization. Each day when she set the table she could pick her own bottle of milk from the refrigerator, and she spoke of it as the homogenized milk. However, children, like adults, do not retain all that they see or hear, and because a child has known something once we cannot be sure he will still know it at a later time.

*Efficiency*, *employ*, *gradually*, *propose*, *purposely*, and *puzzled* were very vague in her mind when she was asked to define them, and hence they were all discarded.

HERE are the words the words noted and the words, phrases, or sentences she gave in reply when asked to tell their meanings. This was during the summer between kindergarten and first grade; her age at the time was six and one-half years.



IN this illuminating account of the experience of one young mother who embarked on a "vocabulary voyage" with her six-year-old daughter, many another parent will discover a fascinating avenue of deeper acquaintance with the small child about the house.

Apparently—quite sure but not real sure—like when I think I may go down town but am not sure.

Alternating—Something about my eyes.

Apologize—If you hurt someone and tell them you are sorry.

Arrangements—You make arrangements for me to stay with Aunt Jean or somebody when you go away.

Atropine—Medicine for my eyes.

Arranged—The plans are made.

Alarmed—Worried. Something scares you and you are alarmed.

Ambulance—To take sick people places.

Amiss—Something missed.

Adopt—If you don't have any children you go to the orphans' home and adopt one.

Accidentally—Did something but didn't mean to.

Appearance—Dirty appearance. Better get cleaned up.

Automatic—Something that is automatic like our refrigerator.

Billion—A number.

Cozy—Nice and warm and snug.

Courteous—Nice with a person—if they want to do something you let them do it.

Concentrate—A game we play when we concentrate. (The game is called Concentration.)

Compromise—Like when you and I compromise.

Chemical—When you plug the cord into the socket and it gets some lightening and some fire and that heats the iron, it is chemical.

Definitely—I can definitely plan to go down town—that you won't change your mind about me going.

Designer—Makes designs like we do at school.

Disinfect—Disinfect with medicine.

District—The district we live in.

Expression—Express something.

Fascinate—Little Ann fascinates me.

Furious—Very angry.

Generous—Give them what they want instead of you taking the biggest yourself.

Galore—An awfully lot of.

Germ—Things you get diphtheria and things from.

Habit—Brushing your teeth.

Hesitate—Hesitate to do something.

Homogenize—It is different than pasteurize but it is still milk.

Ignore—Ignore a person. Just go on about your own business.

Infection—She had an infection in her leg.

Interrupt—Say, "How are you, Mrs.—Oh, hello there."

Jealous—You shouldn't be jealous of other children.

Landlord—Somebody that owns a house and rents it.

Messages—I take messages to the other teachers.

Occur—Happen.

Organized—Get your work organized for the day.

Permission—Permission to go and play.

Postpone—Going to have a party and then it rains and you have it some other time.

Possibilities—There is a possibility that I can go down town.

Project—Something to do.

Proposition—Proposition that I can do this or that like if you will read to me if I wash the dishes.

Prospectus—Daddy's black notebook with those pictures in.

Pasteurize—Pasteurize milk.

Particular—A person is particular about what they eat.

Propeller—Something that spins around and around. On an airplane or boat.

Quatrillion—A million, a billion, a trillion, and then a quatrillion.

Recreation—To do something you want to do.

Recognize—I recognize you.

Reckless—Bad driving.

Selection—I make a selection.

Supervise—To watch and see that children play all right.

Squint—Your eyes squint.

Surrender—Going to a German part from France.

Schedule—Means you have to do something every day so you put a schedule of it some place.

Situation—It is a funny situation.

Suggest—Suggest going to a party, suggest going down town, suggest that it is bedtime.

Taxes—The money you pay so the mailmen, firemen, and Daddy can get paid. (Her father is employed by the city.)

Turpentine—Grandma put turpentine on my hand.

Trillion—A number, a great big one.

Terrific—The traffic is terrific. (She had asked me the name of an article I was reading about a week before, and that was the name of it. So that word is merely memory, not knowledge of meaning.)

**I**N THESE days of hobbies, many parents may find their child's mental development one of the most fascinating. I wish now that I had listed Janice's words each summer from the time she was two years old. Of course she could not define them then, but the list itself would be interesting. And what fun to watch a vocabulary grow from babyhood, and what precious keepsakes for later years! A camera will record physical growth, but it gives no picture of mental development.

Perhaps your child is musical. If so, why not keep a list of the songs he sings at three, at four, and at eight? What a treasure that will be when he is no longer a little boy at home but a son away at college! Or maybe his imagination produces impossible yarns. A collection of these would make a fascinating hobby as well as a memento for future treasuring.

Or perhaps you want to strengthen a weak point in your child. One mother worried for fear her daughter would never learn to cook. Together they started a list of the things little Mary could cook. The list began with toast—but it ended up with a number of blue ribbon recipes before Mary grew up. This was accomplished by cooperation of mother and daughter and by a definite desire on Mary's part to see the list grow. What a worthwhile hobby for both of them!



# In Our

# NEIGHBOR

# Nations

**Mexican Women in Volunteer War Work.**—The war and the changes accompanying it have brought about a sharp alteration in the established order of things in Mexico, and Mexican women, like their neighbors on the north, are taking up jobs that have heretofore been held in Mexico exclusively by men. Instruction groups to prepare women for many new kinds of work are in full swing there, as well as here. Mechanics, telegraphy, welding, map reading, first aid, target practice, military drill—all these are arousing great interest in Mexican women today.

There are two main organized groups of women: the Servicio Auxiliar Feminino (Women's Auxiliary Service) and the Comité de Transportes del Servicio Civil (Civil Service Committee on Transportation). The members of the former group spend about eight hours a week driving trucks and jeeps and studying mechanics. Map reading is considered highly important.

The Comité concentrates on mechanics, welding, drilling, and telegraphy. Its members study with experts in each field three mornings a week.

Eventually it is planned to have these two groups merge into one. Meanwhile it is a stirring sight to see "volunteer women workers . . . on military drill, alongside men workers. Office girls, nurses, factory workers, society women march side by side, some in slacks, some in uniform, some in dress, but all intent on defeating the Axis."

**Counsel and Guidance Center.**—In Washington, D. C., there is a special new service to aid students from the other Americas. These young people meet many difficult and some baffling problems when they undertake to continue their formal education in the United States: problems of transportation, of school or college selection, of financial management, of government regulations.

The service works both ways—that is, it benefits not only students from the other Americas resident in the United States but students from the United States resident in the other Americas. "The Guidance Center," says the official release, "expects to assist many Americans who need . . . introductions and help."

The new organization promises a service that has long been needed and will have genuine value.

Better inter-American relations constitute one of the foremost objectives in planning toward the better world that must follow the war. And there is no better field in which to promote those better relations than the ever-growing, ever-advancing field of education. The parent-teacher association, which has long been eager to do everything possible to promote the mutual understanding of all the Americas, will find great encouragement in the institution of this important service.

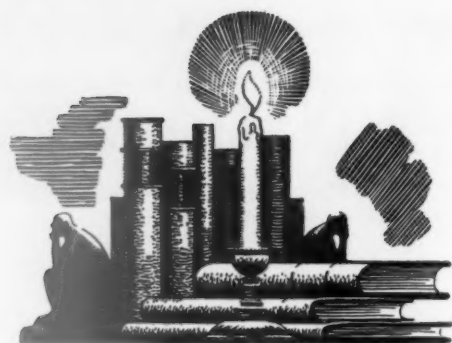
**American Paper.**—The paper shortage looming ahead of American publishing enterprises will be met with important cooperation from our neighbors to the South. The Southern republics have recently been developing their paper industry with great energy and effectiveness. Argentina, Brazil, Chile, and seven others now engage in paper manufacturing. This is in spite of the many handicaps that attend paper milling in South America—the handicaps of small water power, little coal or iron, and heavily wooded, sometimes almost impenetrable tracts of land.

Uruguay, which has five paper and cardboard mills, makes paper of chemical pulp obtained from wheat straw.

**Rubber and Quinine.**—The American republics are cooperating heartily with the rest of the Western Hemisphere in expanding the production of rubber, as well as of cinchona bark, from which quinine is obtained.

It is said that the United States will probably get more than 3,000 tons of natural rubber from the other Americas in 1943. The United States helps to provide equipment, medicines, and other supplies needed in the rubber expansion work.

With regard to quinine, the Board of Economic Warfare, with the assistance of the U. S. Department of Agriculture, has sent survey parties to the other Americas to investigate cultivation areas, to study processing facilities, and to look for wild trees. Local processing plants will be established. Processing the bark in the country that produces it will enable the quinine products to be exported in far less space than would be occupied by the raw materials and will hence become, in the long run, an important economy.



## BOOKS *in Review*

A TIME FOR GREATNESS. By Herbert Agar. Boston: Little, Brown & Co., 1942.

WE NO longer have the privilege of being second-rate." "We must choose between a worse evil and a better good than we have ever known." These quotations express the underlying thought of Herbert Agar's brilliant and stirring appeal to the individual citizen of the United States to measure up to the needs and opportunities of our time.

Many worth-while books are being written about the problems of peace and America's place in world affairs. This is as it should be if the United States is to be ready for intelligent action at the end of the war. Mr. Agar goes behind any plan or blueprint for the postwar world to the type of citizen who will decide this country's policies—his philosophy of life, his errors and weaknesses, and his reactions to domestic problems (such as labor, business and economic life, race and class prejudices, civil liberties) as well as his understanding of the problems of other countries. In spite of many dark aspects of the picture, Mr. Agar has a deep and abiding faith in the potentialities for true greatness inherent in each of us, if we will but live up to our best instincts. "Put first things first" is an ever-recurring plea.

The magnitude of the task facing us—all of us—as individuals is tremendous. There must be a regeneration of the individual's moral sense; we must resurrect the Constitution, bring it out of its glass case and *live* it; we must thoroughly reexamine our institutions and save what is good; and we must reshape the remainder to present-day needs.

The difference between the two warring ideologies in the world today is perhaps best expressed by comparing the oath taken by Nazi youth and the pledge of allegiance to the flag by American school children. The Nazi youth stands before a flag that has been dipped in human blood and swears to devote all his energies and strength to his Fuehrer, while the American child pledges "liberty and justice for all."

Mr. Agar says, "The choice is between black and white. Blood and mud and war in the one oath. Hope and decency in the other. And the whole difference is in an idea. *There is nothing worth fighting for except an idea, for it alone can last*, can provide a basis for the developing future." His book is a book of ideas, ideas that deserve the careful and prayerful thought of all citizens.

"Everything is unknown about the future save this alone; if the American idea prevails the future will offer man some dignity and some chance for self-improvement. If the American idea is presently extinguished, the future will be dark for uncountable years. And the American idea cannot be saved by the sword alone; it can only exist if we live it."

—MINNETTA A. HASTINGS, *First Vice-President  
National Congress of Parents and Teachers*

INFANT AND CHILD IN THE CULTURE OF TODAY. By Arnold Gesell, Ph.D., M.D., and others. New York: Harper & Brothers, 1943.

THIS BOOK, although based upon years of systematic scientific research, is simple enough for any intelligent parent to read. It is concerned primarily with the growth and development of the normal infant from birth to elementary school age. A novel method of presentation is used; for each of a number of different age levels there is inserted a "behavior day," outlining the habits, reactions, and responses of a typical child at that particular stage of development. These running commentaries will be especially useful to any parent who wishes to check up on his child's progress.

Both instinctive and environmental factors are carefully examined by Dr. Gesell and his associates. It is emphasized that the type of culture, national as well as familial, that surrounds the child will have a strong influence upon his personality; the book stands, accordingly, as one more testimony to the fundamental human need of freedom and democracy. However, its greatest value is doubtless its easy adaptability to practical use in the care of children. Now that the wartime crisis has made it necessary for many young children to be cared for by persons other than their parents, some of whom are without experience, this treatise should serve an even wider area of interest.

CHILDREN'S CENTERS: A GUIDE FOR THOSE WHO CARE FOR AND ABOUT YOUNG CHILDREN. Edited by Rose H. Alschuler. New York: William Morrow and Company, 1942.

THE PUBLISHER recommends this book as "a helpful and authoritative guide for the establishment and operation of wartime nursery schools." This is no exaggeration, for *Children's Centers* is indeed an excellent manual. Nursery schools, introduced to the reader's attention as "a wartime and peacetime necessity," are discussed from A to Z—their establishment, organization, location, personnel, daily routines, records, and special services. Equipment is described in great detail, with complete lists of articles needed and actual blueprints drawn to scale. A number of photographs, tables, and ground plans help the reader to visualize the ideal set forth.

The less tangible features of the enterprise are not neglected. The broad outlines of child care are given, and there is a chapter on the daily schedule and the establishment of routines for children. Too, the chapter entitled "All in a Day's Work" is full of concrete suggestions for child guidance. Self-help is emphasized. In sum, the book is a highly practical contribution to national defense. It is recommended to all who are interested in the child care problem of today.



## Adequate Scarcity

**P**LENTY is when you have enough of anything. Scarcity is when you have enough, but think you haven't!" said ten-year-old Margie, flipping one ribbon-tipped pigtail dramatically over her shoulder. The finality of her tone and gesture left no room for argument. Most of us, however, are prone to argue the point.

If Margie should turn out to be right, however, we shall have learned a valuable lesson before the war is over—a lesson which, in the shaping of human events, may bring unpredictable victories. It is the same lesson our pioneer forefathers accepted as the price they must be willing to pay for freedom and for the privilege of building America.

Every step forward in the march of American progress was made on the actuality of *adequate scarcity*. The period of colonial settlement, with its heroic privations; the war of the Revolution, when an army of occupation was only one of the powerful enemies to be overcome; the exploration of our largely unknown continent; the conquest of the frontier, a tireless progress westward to complete the great Union—all were accomplished because the American people and their leaders were able and determined to utilize *meager* resources to provide adequately for their needs.

The adequacy of scarcity is a new idea to present-day Americans. To most of us, born in an era of abundance, luxury, extravagance, and waste, "conservation" is a new word, a word we have not often applied to individual living. It is a word that most of us have applied only to Federal and state services relating to land, water, forests, and CCC camps.

Conservation, however, is a major challenge to every honest citizen now. Neither natural nor human resources are any longer abundantly available. Conservation must become important in the thinking of all men and women and all boys and girls in every walk of life. Before our available resources can be made to serve fully and effectively, the ideals for which Americans are offering the last supreme sacrifice must be understood and appreciated by all.

The Americas are as yet untouched by the physical devastations of the war. Our resources have not been destroyed. They are depleted only because we have not learned to use properly the wealth of materials and produce available to us. We have been trying to supply our own vast military and

civilian needs and those of our allies, and in addition we have been trying in some measure to supply the need of the starving millions of war-depleted nations; but we have tried to do it all on the basis of abundance, rather than on a recognition of adequate scarcity.

### What Is Conservation?

**C**ONSERVATION is a device that will produce adequacy from scarcity. For every one of us, conservation means (a) individual effort to the point of sacrifice and (b) participation in community planning. It means saving and using wisely all materials; all time; all physical, mental, and emotional energy; all money; and all human resourcefulness at our command. Above all, it means saving and using these precious resources for our collective as well as our individual welfare.

For many weeks every school child in America helped to collect scrap. Jimmie went to school in a small country district in a formerly rich mining section. One day truckers collecting heavy scrap found him unscrewing nuts and bolts from large machinery. "Why not wait until the trucks come? No use your doing all that work," they said to him.

"The war can't wait," Jimmie replied. He pointed to a large pile of small parts he had assembled. "I carry this much right to the cars in my express wagon every day. It will be made into bombs and grenades long before anybody can get the big machines out of here."

Jimmie had accepted three important points in

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**S**TATING the planned objectives of the National Congress of Parents and Teachers in terms of health, education, recreation, conservation, and social welfare, the findings of the 1942 convention will be interpreted month by month in a series of articles contributed by leaders of the organization. Whatever has been learned in any of these fields will be made available to local parent-teacher leaders as they build for victory. It is hoped that the series will prove to be a source of constructive guidance in solving the many problems that confront all such workers today.



the conservation plan—his own personal obligation to serve; the need for immediate action; and the significance of little things. He seemed to know that no one can possibly fulfill the obligation of service for anyone else. He knew also that *now* is the important time to give that service. When we delay the salvage of materials at hand, we increase the demand for new materials, perhaps creating more dangerous shortages. He knew, finally, that no item saved and used is too small to help the conservation program.

### The Things We Must Conserve

WHAT shall we conserve? The National Congress of Parents and Teachers, through its Findings, suggests "appreciation and protection of natural resources, salvage of waste materials, economy and provision for the future in home management, regular purchase of war bonds and stamps, intelligent use of substitutes and of new materials."

We have all heard of the fabulous spendthrift who lighted his cigar with a ten-dollar bill. But the housewife who throws away the water in which vegetables have been cooked; or pares deeply into fruit and vegetables; or chops precious foods into minute particles, preparing them for quick destruction through oxidation, is a spendthrift also, for she is wasting the substance with which more than one starving child might have been fed or more than one fighting man restored to vigor.

It is safe to say that very few households in America make the best possible use of the foods available to them. For the most part we follow either food habits acquired from our parents and other relatives or food habits developed as a result of high-powered advertising. Only a few hold firmly to food habits acquired through careful study and scientific research. Like my neighbor who refused to go to the farm institute, because, as he expressed it, "I already *know* more than I ever *do*," most of us have been content to leave the practical application of scientific feeding to professionals, supporting our self-respect by thinking, "Oh, well, we have done pretty well thus far, as it is."

But this is no time for complacency or satisfaction with what we have habitually done thus far. If "food will win the war" is a dependable slogan—and most of us regard it as such—not one of us can escape responsibility in the use of that magic restorer of men's bodies and morale—food. Not one of us can afford to indulge in whims and prejudices. Intelligent conservation of food includes learning habitually to use the more abundant

foods, however strange they are to the taste; includes use of substitutes for any and all materials needed in the direct war effort; includes resourceful planning in the use of perishables. Nothing that can be converted into human energy should be wasted.

One block mother in a prosperous suburban village reports shameful hoarding and profligate waste of precious foods in her neighborhood, but we are heartened by the report of another, who says that twenty of the twenty-four mothers in her nutrition class are trying out the nutrition lessons in home practice and that their families are, generally speaking, being good sports about it.

Parent-teacher associations are finding place in study groups and discussion programs for the importance of food conservation and its relation to nutrition. Homemakers and teachers are studying the relation between good nutrition and the building of good citizenship.

Time was when we were privileged to "enjoy" a brief illness or even an accident with comparative security, knowing that competent, professional help would be at hand unless we were too remote from highways or population centers. Now we know that few doctors and nurses remain available for civilian care and that we must preserve our health by careful attention to the laws that govern it. We have learned likewise that safety is not concerned with motor accidents only, but that all accidents are waste. Accidents have slowed down production of vital war materials at a time when the victory of the free peoples depends upon maximum production from American industry; accidents in the home, particularly accidents to the homemaker, besides reducing her usefulness, impose a strain upon every other member of the family. Sincere conservation of human resources cannot condone accidents.

### The Broader Meaning

CONSERVATION, however, is much more than obeying the laws of nutrition, health, and safety. It is also the recognition of the principle of adequate scarcity as applied to my household and yours. If we are willing to accept this principle and its application, there will be no need for further rationing. Not one of us will attempt to secure more than a fair share of the available supplies at hand. Today's housewives are no less skillful than their mothers, who in the last war learned to make delectable foods, even good piecrust, with a mixture of bran, corn, rye, and white flour. We shall learn to use portions of meat, fruit, and vegetables that were formerly regarded as waste. We shall bolster our home morale by remembering

that after two years of strict rationing the health of the English people, particularly that of children and soldiers, is better than it has been for generations. Parents and teachers bear a large share of the responsibility of making the rationing program a complete success.

A recent survey conducted by a national woman's organization shows that in the average household more time is spent now on "*instructional and inspirational*" material than before the war and that serious study along many lines is being attempted by a greater number of adults than ever before. Conservation of time and of spiritual, emotional, and mental energy for constructive projects will eliminate from our lives many things that may have seemed important in prewar days, before we found the cause of human liberty to be inextricably mixed up with our everyday living; but it must not mean elimination of family fun or of fellowship and friendship with our neighbors. These things are basic and must endure.

Let us use our precious time wisely, basing its use on careful judgment of values. "Will it count ten years from now?" may become a test for the worthiness of any individual or family project. We shall find satisfaction and pleasure in a well-managed home that provides work experience and constructive leisure for every member of the family. We shall hold the stability of home as a direct and important contribution to the war needs of the nation. We shall lower the standard of material luxury in every home, but we need not lower those ideals which make for the security and sanctity of American home life.

In our devotion to a common cause, in our pursuit of patriotic duties, we may find new bases for friendship and new satisfactions in association with people we have never known before. By extending our acquaintance through community service, we may find that loyal, patriotic Americans are not confined to any one social, economic, religious, or racial group. We may find unsuspected depths of tolerance and understanding in our own hearts.

### Who Benefits by Conservation?

THE CHILD who buys one war savings stamp every Wednesday at school is finding satisfaction in the knowledge that she is helping to furnish essential materials to Uncle Sam. At the same time, she is learning a priceless lesson about providing for her own security.

We have found through experiments in national economy that it is not profitable to provide sus-

tenance and security for those who make no effort to help themselves. We have seen unwholesome attitudes of dependence grow in the minds of children and adults alike when the opportunity for self-support was withdrawn and wholesale benevolence substituted. The War Savings program offers a way for the humblest as well as the most affluent to conserve his resources and build personal security for the future, at the same time safeguarding the national economy by helping to prevent inflation and by lending money for the purchase of vital implements of war. Thus he is conserving for country, for self, and for the future of all.

In his little story "The Tenth Generation," Harry Stillwell Edwards shows how the blood of 1,024 persons must mingle to produce that tenth-generation offspring of yours. He shows also how utterly impossible it is to obtain security for any individual ten generations hence except by improving the lot of all the persons in each generation. Each generation in America has made profligate use of the resources at hand, seemingly with no concern for the needs of even that distant "tenth generation" of its own family, and certainly none whatever for the unknown Americans of the distant future.

We are obliged, it seems, to suffer the tragedy and horror of a viciously brutal war before our generation can realize that if this nation survives, if our civilization survives, all natural and human resources must belong to posterity as well as to us. We must know that natural and human resources represent a great reservoir of capital stock, which we may invest in such a manner that each generation will receive its just dividend, but that no generation will withdraw the precious capital stock for its exclusive use.

The war ideal of conservation accepts the American standard of sharing with others without denying the individual's privilege of striving to better his own situation through individual enterprise and community improvement. As stated by James Truslow Adams, the American dream is to "make something uncommon from the common man." We are all of us bound by that American dream, a dream possible of realization only if each of us and all of us together can find and accept our responsibility for the common man.

It is for mankind we conserve, and for mankind we must discover the way to produce adequacy from scarcity.

ANNA H. HAYES

Member-at-Large, Executive Committee  
National Congress of Parents and Teachers



# Around the Editor's Table

THE first broadcast in the parent-teacher radio program for 1943, sponsored by the National Congress of Parents and Teachers in cooperation with the National Broadcasting Company, was heard on January 23 under the title "War Marriages." With "The Family In War" as its theme, the program will be broadcast over NBC Red Network every Saturday for thirteen weeks at 2:15 p.m. Eastern War Time. Back with us again are the popular Baxters, who seem marked for longevity. Their general awareness of the world in which we live and their rich talent for adjusting to it show no signs of diminishing. The questions that face them, the issues that confront them, and the convictions that stir them are still the same as those of countless American families. So listen in to the Baxters and with them capture the high spirit and clear knowledge upon which our future must be built. An important feature of the radio program is the summation that follows the narrative. The summarizer, known as "The Voice of the P.T.A.," reexamines each knotty problem and indicates the ways in which parents and children may unravel it successfully.

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THREE YEARS ago the American Association of School Administrators held its seventieth annual convention in St. Louis. Speaking at the vesper service, the Reverend G. Bromley Oxnam concluded with these words: "If I understand American education at all, we are willing to forego the peace of the moment for the crusade of the day in the interests of a glorious tomorrow." Since that time there have been abundant indications that the Reverend Mr. Oxnam did understand aright.

From February 26 through March 2, 1943, the interested attention of the educational world will again be drawn to St. Louis, where the seventy-third annual convention of the A.A.S.A. will take place. A glance at the program, the theme of which is "The Role of the Nation's Schools in Winning the War and Earning the Peace," reveals that the days of free electives, interest-guided programs, overdone "activities," and underdone reflection are gone. Today, in high schools, colleges, and universities throughout the country, educators are preoccupied with one thing only: "To prepare youth to fight for democracy and to be able to live it successfully when the fight is over."

This emphasis upon winning the war cannot but

mean more real work for all alike. The wisdom of the ages, whether it be in the field of military tactics or in that of the social sciences, is not easily come by at second hand.

The N.E.A. Journal for January 1943 has this to say about the St. Louis convention: "(It) will offer a rare opportunity for interchange of thought on how best the schools can contribute to winning the war. With wartime demands on the schools growing more and more urgent, education must further coordinate, vitalize, and, if necessary, redirect its work. Because of the wide range of interests which it represents, the American Association of School Administrators has a responsibility which it cannot evade. The educators who gather at St. Louis must face great issues squarely."

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CHILDREN through countless years have sung "The Farmer in the Dell." Fortunately, children in America have not had to exchange their poetic birthright for a mess of propaganda, and childish voices are still singing this casual childish song. But it is the grown-ups who appreciate just how much this farmer in the dell has to do with the welfare of the nation. They know that, up to now, farmers have supplied enough of practically everything for the U. S. Armed Services, the allied nations, and the civilian population. Their job in 1943 will be much more difficult. But there is every reason to believe that American farm production will not only equal the record-breaking production of 1941 but surpass it.

On January 12—proclaimed Farm Mobilization Day by President Roosevelt—America's greatest farm drive was initiated. On that day farmers met in groups all over the nation to discuss the national and local production situation and to study the production goals set for their localities.

All groups have been requested to help in focusing attention on the significance of the farm mobilization drive. State and county USDA war boards are organizing state and county Mobilization Day committees composed of representatives of general public groups and of local governmental organizations to assist the war boards in carrying out farm mobilization. Full information may be obtained locally from the state and county USDA war boards, the chairmen of which are always located in the local Agricultural Adjustment Agency office.



## Pointers on Point Rationing

THE following questions and answers—first of a series designed to explain the principal points of the forthcoming program for point rationing of canned, bottled, and frozen fruits and vegetables; juices; dried fruits; and all soups—were released recently by the Office of Price Administration.

1. Q. When will actual rationing begin?  
A. As early in February as possible.
2. Q. Why is it necessary to suspend retail selling at all?  
A. There are several reasons. In the first place, of course, all food stores throughout the country must be given an opportunity to prepare for the start of rationing. They must have time to build up supplies, to train clerks, to receive and post the official OPA list of point values, and to familiarize themselves with those values. Also it will give the retailer time to take an inventory of his processed foods. Second, the public must be registered for Book 2, notified of the actual point values, and given time to study them and budget their points for the first ration period.
3. Q. How will the housewife know when point values are changed?  
A. The newspapers and the radio will carry the announcements, and every food store will have an OPA poster showing the current point values of each particular product. A new poster will be issued when point values change.
4. Q. What is going to be done about people who have an excess supply of these commodities on hand?  
A. Everyone applying for War Ration Book 2 will be required to fill out and sign a "Consumer Declaration" form stating exactly the stocks of processed foods on hand. Book 2 will have stamps removed for excess stocks and thus, in effect, will compel the applicant to use up these stocks before buying any more. Heavy Federal penalties can be applied to those making a false declaration.
5. Q. Does this "Declaration" mean that I will have to declare the fruits and vegetables I canned at home last fall?  
A. No. Nothing you have packed at home need be declared, and no stamps will be deducted for these home supplies. It is expected, of course, that you will use your home-canned goods instead of buying commercial products and thus help your Government spread food supplies as widely as possible.
6. Q. Will the housewife have to make an inventory of her canned goods by products—so many cans of peas, so many of beans, so many of cherries, and so on?  
A. No, she need report only the total number of cans that her household has on hand when rationing begins.
7. Q. There seems to be some question about dried and dehydrated vegetables and things like dehydrated dog food. Are these covered by rationing?  
A. No. Only dried and dehydrated *fruits*—apples, peaches, and the like. Dry vegetables, such as navy beans, split peas, and lentils, are not included.
8. Q. What about chicken soup, canned beef broth, turtle soup, and other soups made of meat or poultry stock and containing few, if any, vegetables?  
A. All canned soups are rationed, no matter what their content. But not dehydrated soups.

## Thinking for Tomorrow

THE END of all practical activity is culture; a maturing mind, a ripening character, an increasing sense of mastery and fulfillment, a higher integration of all one's powers in a social personality, a larger capacity for intellectual interests and emotional enjoyments. . . . Developing personalities accept, without impatience or regret, the next stage in their growth; and by the time they are men, they have no difficulty in putting away childish things.

—LEWIS MUMFORD, *Critic and Essayist*

The ideal society would enable every man and woman to make the best of their inborn possibilities. Hence it must have two characteristics. First, liberty, which would allow people to develop along their individual lines, and not attempt to force all into one mould, however admirable. Second, equality of opportunity, which would mean that, as far as it is humanly possible, every man and woman would be able to obtain the position in society for which they were best suited by nature.

—J. B. S. HALDANE, *Cambridge University*

There is only one man who has the right to be attended to, and that is the man who is trying, patiently, fairly, earnestly, diligently, to find out the truth.

—H. L. MENCKEN, *Critic and Essayist*

If we are to make the earth a paradise again, it seems to me that our first duty is, at all costs, to prevent the moral, mental and physical wreckage of today from reproducing itself and starting a new sequence of unhappy lives trailing down through endless generations.

—SIR JAMES JEANS, *Astronomer Royal*

If we really hope to be able to approach a better future for mankind, the first condition is to have courage. . . . Above all, we must not allow fear to keep alive the distrust and hostile feelings between classes and nations which are the most serious threat of the future. . . . Class warfare . . . is evidently the result of a deplorable lack of the feeling of solidarity on both sides.

—FRIDTJOF NANSEN, *Explorer*

Within the United States . . . there is not the slightest reason why religion cannot keep completely in step with the demands of our continuously growing understanding of the world. . . . Personally, I believe that essential religion is one of the world's supremest needs.

—ROBERT ANDREWS MILLIKAN, *Scientist*



## Frontiers



### KANSAS

**Junior Traffic Patrol.** Wichita, Kansas, a defense city that changed in six weeks from an overgrown small town to a booming industrial city, growing ten times faster than its housing facilities, has one civic unit of which it can be justly proud. The Wichita Junior Traffic Patrol is doing a big job of civilian defense on the home front. During the past eighteen months families have poured into Wichita at an amazing rate, taxing the resources of the school system to the utmost; but not a single child has been injured on the way to or from school in that time, thanks to the alertness of the 265 boys on duty at fifty-three intersections scattered all over this sprawling town.

The problem of getting small children safely to and from school is serious enough at best, even when they are accustomed to city traffic. But when a city has hundreds of children from farms and small towns suddenly thrust into the midst of busy traffic for the first time in their lives, this problem is increased. The parent-teacher associations have helped to control the situation.

At present thirty-three grade schools have patrols, now organized under the supervision of Traffic Officer Elmer Million of the City Police Department, with 575 boys enrolled.

**THE BOYS** who make up this group are fifth and sixth graders. They are selected on a basis of leadership, character, intelligence, and trustworthiness. It is definitely a character-building organization. To be eligible for duty, a boy must pass standard requirements in class work and school citizenship and must present written permission from home; he must be prompt and reliable, with dependable powers of observation, and capable of responsibility.

Each school has a captain in charge of the entire group and a sergeant in charge of four boys stationed at each patrolled intersection. Their

periods of service vary in different schools, but the patrols are on duty before and after school. They do not direct street traffic, but hold the children on the corners until a sufficient number has collected; then they halt street traffic in both directions just long enough for passage.

At first the work of these boys was taken with smiling good nature by such motor drivers as obeyed at all; but it now has the serious cooperation of practically all drivers, for they understand that the boys have the authority to report them to the police for violations of traffic regulations. And five pairs of sharp twelve-year-old eyes are quick to observe the license number, make, and color of any car that does not obey their signals.

**THEIR** equipment consists of eight-sided black and yellow stop signs made of light metal and mounted on a light wooden staff, which the boys hold at right angles into the street in front of approaching traffic, while they stand up on the curb. Thus, during the full fifteen years, no boy has ever been injured while on duty. The sergeant is provided with a regulation traffic whistle, with which he signals "Stop" and "Go." Each boy wears an overseas-type cap with a metal traffic badge fastened to it; for rainy weather, most of them wear white raincoats and rainhats provided by the parent-teacher associations.

The city recognizes that these boys are doing a fine piece of civic work and that they are easily saving the taxpayers \$30,000 a year in police personnel. In recognition of their devotion to duty and the sacrifice of hours of playtime, they are given special rewards and privileges. The city provides a picnic, called "The Mayor's Picnic," for them each year, and they have passes to baseball tournaments and other sports events. The motion picture houses have special shows for them, and a large number of them attend a boys' camp for a week during the summer, with the city paying part of the expense.

—VENA SOULE



**New Extension Service.** To facilitate the program of interpretation and extension of the parent-teacher movement, which has been the emphasis of the administration for three years, a new service was begun in June 1942. Dr. Tullye Borden Lindsay, specialist in community organization and elementary teacher training, was added to the staff of the Mississippi



Congress as director of Home and School Service. This new service is sponsored jointly by Mississippi State College, the extension college of the state, and the Mississippi Congress. Dr. Lindsay is attached to the staff of the Department of Adult Education and Community Service of the College; however, the major part of the project is under the direction of the Mississippi Congress of Parents and Teachers.

The arrangement is mutually beneficial and altogether happy. The Department of Adult Education and Community Service, whose head is on the state congress board of managers, is doing outstanding work in teacher training extension courses in selected counties. Dr. Lindsay, in addition to working directly with the P.T.A. district directors and county chairmen, works with the teachers in these workshops. Teachers and principals are being introduced to the P.T.A. as a great educational ally.

**DR. LINDSAY'S** work is more than field work, in the sense that studies are made of community situations and conferences are set up to determine the need and place of the P.T.A. in the community. A great deal of information has already been gathered. Perhaps the most interesting and helpful is the fact that roughly ninety per cent of the schools in the state have some form of community organization even though many of them still do not belong to the state and national congresses. Some carry the name of our organization, and it is reasonable to believe that in time the majority will become a part of the National Congress.

It is fortunate that this new service can in some degree give personal attention to local units that would otherwise be exceedingly difficult to reach because of the present transportation situation. We are optimistic enough to believe that this added service of interpretation and extension will mark the turning point in the program of the parent-teacher movement in Mississippi. It goes without saying that this work will be of signal and lasting benefit to Mississippi youth.

—LELIA B. CLARK

**A Community Recreation Project.** Four Westmoreland parent-teacher associations are sponsoring a community picnic ground at the County



Farm. Having secured permission from the county commissioners to develop the selected area, which has much natural beauty and is centrally located for all four Westmoreland communities, the Westmoreland P.T.A., the Westmoreland Depot P.T.A., the Westmoreland Corner P.T.A., and the East Westmoreland P.T.A. appointed a joint recreation committee. Under the direction of this energetic and enterprising committee, plans were organized to carry through the project, and on July 20 sixty townspeople gathered at the County Farm swimming pool to construct a bath house and to build a dam to deepen the pool.

One man, with a team of horses, supervised the work on the dam. The County Farm tractor was used to haul the large stones and boulders out of the brook for the foundation. A group of men erected the model bath house, using lumber contributed for the purpose. Several local citizens generously contributed paint and painting labor. An interested summer resident gave two wooden benches. Picnic tables and a fireplace will be constructed at an early date.

The Young People's Fellowship from one of the local churches contributed labor wherever it was needed. The men who worked had brought their wives and families; so bathing and a picnic supper were enjoyed at the end of a busy and happy afternoon of cooperative effort.

—MARTHA CROSBY

**Council Activities.** Last summer, after having assisted with sugar rationing in cooperation with the schools of Beloit, the Beloit Council was impressed with the potential power of the P.T.A. membership to assist in the tremendous task ahead of the rationing board.



During the issuing of certificates for canning sugar, people had to stand in line for great lengths of time and sometimes had to make return trips. The temper of the public was becoming frayed, to say nothing of that of the overworked rationing board.

The rationing chairman rather hesitantly called the council president one day and said that the Superintendent of Schools, Mr. Victor Dawald, had suggested that we might be able to furnish help. The council president suggested in turn that the rationing chairman get permission to open all the city elementary schools for four days; the P.T.A. would then staff these schools so that we could finish up in a hurry. We secured our workers and held a school of instruction, and the following week we registered the greater part of Beloit and three townships.



For the next canning period we had to work from the files, so the chairman of the ration board divided the files and we used the two junior high schools. The files were in charge of two girls from the rationing board's office, and a P.T.A. council chairman supervised the work.

There is a permanent rationing board among the P.T.A. members. This is considered a service group of the OCD, and its members receive certificates after forty-eight hours of work.

Our method of organization enables us to get our group together very quickly. Calls come on short notice, since we are available at any time.

We have two co-chairmen on the council (we call the committee the Civic Welfare and Defense Committee) who have charge of the chairmen of the various council units. Each school has its own chairman and a board averaging twenty members. In case of a call for help, the president calls the two council chairmen, who then call the local chairmen and ask them to assemble their boards. In this way we can get from one to 220 persons at any time.

We are also cooperating with the Red Cross in the establishment of classes in home nursing and with the OCD in the conduct of its many classes.

We have been asked to meet with the Council of Social Agencies, a monthly luncheon group, and we feel that this is a milestone in our council work, as it officially marks our recognition as a welfare organization in the city.

We are all very busy and very happy. Of course, our regular activities are not being neglected, for the welfare of our children is always nearest our hearts. In these tense times we are trying especially hard to be good parents and teachers as well as good citizens.

—MAXINE THREADGALL

**Program on Major Scale.** War work covering practically all phases of endeavor suggested by the National Congress has been the outstanding accomplishment of the Texas Congress since Pearl Harbor, and particularly since the national convention in San Antonio, Texas. Parent-teacher associations in practically all of our 254 counties have engaged in some sort of wartime work.

Believing that the Texas Congress could "deliver the goods" promptly, and wishing to recognize groups that would fall in line quickly during the summer months, the Texas Congress decided in June to present at the state convention in November the first Certificates of Merit for war and defense work undertaken by local units, each working as a unit, and to award certificates also

to councils for promoting this work. Directing P.T.A. wartime work in Texas is Mrs. M. A. Taylor of Bonham, a former national vice-president, who accepted some time ago the state chairmanship of the committee on Wartime Activity.

When it was decided to launch this work in the summer on a full schedule, letters were sent over the state to local units and councils by Mrs. Taylor and by the fifteen district presidents, and the plan was publicized in the summer issues of the *Texas Parent-Teacher*. Many associations had taken up war work after Pearl Harbor and before June; hundreds of others initiated projects when all locals and councils were urged to start work immediately and show good progress by October 15. The Texas plan for the Certificate of Merit was published in the P.T.A. Communique (*National Congress Bulletin*, August 1942).

A **SPLENDID** response was obtained from the state at large; at least ninety per cent of the groups asking for information and suggestions desire to obtain the Certificate of Merit. The response has come from rural and city areas and from both large and small groups. Activities include: block mothers (the first in Texas are in the Rio Grande Valley section, not far from the Gulf of Mexico); registration and identification of children; first aid classes; care of children whose mothers are in defense work and industry; Summer Round-Up projects; immunization of children and adults for better national health; sale of war bonds and stamps; Victory Book campaigns; home nursing classes; renovation of clothing; recreation institutes; instruction for blackouts; salvage of fats and metals; nutrition classes; hot lunch projects; cooperation with the Office of Civilian Defense; and exchange of postcards that give information concerning soldiers, sailors, cadets, and marines who are far from home and need social contacts. The Texas Congress has had cards printed—as was suggested by the National Congress—and as a result many boys stationed in Texas and many Texans stationed elsewhere have found a heartening welcome.

In the words of our national president, "It is a daily, an hourly service which we must give," and the Texas Congress has lost no time in undertaking its share of the civilian wartime program. Groups that begin their unit work for the Certificate of Merit later will be recognized, as will those that did qualifying work prior to the summer months. The Certificate of Merit is not necessary to make Texas grasp the opportunity to serve our youth and our country, but it will be to all of us a lasting and treasured memento.

—ELIZABETH SEVIER LITTLE



# Parent-Teacher Study Course Outlines

Study courses directed by ADA HART ARLITT

## AMERICA PITCHES IN

**Article:** A PENNY SAVED — By James E. Mendenhall (See Page 4)

### I. Pertinent Points

1. "A penny saved is not only a penny earned." It is also a contribution to the nation's all-out war effort.
2. Wise spending is as important as wise saving. The wrong kind of saving may undermine the health and mental fitness of the family. Money saved at the expense of adequate food or health care does not further the war effort; it interferes with progress.
3. Spending wisely and saving wisely today will help to win the peace as well as to further the war program.

### II. Questions to Promote Discussion

1. What are some ways in which money may be saved without interfering with home morale?
2. What are some ways of securing family cooperation in a saving and spending program?
3. List some points at which saving menaces the health and welfare of the family.
4. How can the parent-teacher association help the family and the community to develop wise spending and saving programs?
5. How should budgets be checked to determine whether they are adequate and efficient?

### References:

"How to Check Inflation" and "How to Win on the Home Front." *Public Affairs Pamphlets*. New York: Public Affairs Committee, Inc., 30 Rockefeller Plaza. Price, 10 cents each.

"How You Can Help Keep Wartime Prices Down" and "Suggestions to Parent-Teacher Associations on War-Time Economic Programs." Washington, D. C.: Office of Price Administration.

"Fight Food Waste in the Home" and "Be a Victory Planner in Your Home." *Bureau of Home Economics*. Washington, D. C.: Department of Agriculture.

Walker, Mabel L.: "Money Makes the Mare Go, But It Goes Too." *National Parent-Teacher*, January 1943.

## BABIES IN WARTIME

**Article:** THE DEMOCRATIC NURSERY — By Ralph H. Ojemann (See Page 17)

### I. Pertinent Points

1. Democracy begins in the nursery and in the nursery school, not at adolescence or at maturity.
2. Early in his life the child begins to feel either that he is in a democratic world or working under a dictatorship.
3. Spoiled children make as poor citizens in a democratic world as do children brought up under a dictator. Democracy does not mean complete freedom to do as one wishes; it means freedom to have a part in choosing rules and laws, which, once made, are obeyed by all.

### II. Questions to Promote Discussion

1. What are some ways to develop democratic ideals in the first five years of life?
2. What are some parental attitudes and techniques that interfere with the full development of young children?
3. List some of the characteristics of a good citizen in a democracy.
4. How far does the child's personality play a part in determining his development?
5. How can parent-teacher associations work toward the development of sound democratic ideals and practices in home and community?

### References:

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Baruch, Dorothy W.: *You, Your Children, and War*. New York: Appleton-Century, 1942. See chapter seven.

Hastings, Minnetta A.: "These Are Freedom's Children." *National Parent-Teacher*. January 1943.

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Washburn, Ruth Wendell: *Children Have Their Reasons*. New York: Appleton-Century, 1942.

## Off the Ration Record

As of today, there is no rationing of

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# MOTION PICTURE PREVIEWS

TO the students of motion pictures the real stars of Hollywood are the cameramen, technicians, sound and lighting engineers, chemists, musicians, artists, writers, and craftsmen whose work is responsible for the technical perfection of our films.

Their names are not to be found in the bright lights and are unfamiliar to the millions who make up the film audience. The technical and mechanical perfection of motion pictures is taken for granted. Yet behind this perfection lie years of patient research and experimentation.

The cameraman's craft had its beginning in the days of the old masters, when these artists used the brush and oil on canvas. Many of our best camera artists are students of these old masters. They use the lens of the camera aided by lighting to transfer images on negative film which, when magnified 50,000 times, gives the illusion of real life.

A successful cameraman must have the combined knowledge and instinct of the scientist, the engineer, and the artist. He has well earned the title of director of photography. Many have gained fame for certain types of camera work. Some of the most successful directors of photography, American and British, are Ray Rennahan, Karl Struss, James Wong How (Hollywood's only Chinese director of photography), Gregg Toland, Tony Gaudio, Farceot Edouart, Victor Milner, Robert Plank, Lee Garmes, Howard Green, Fred Young, and Arthur Miller. Struss is the inventor of the Struss pictorial lens and an expert in camouflage detection by use of the camera. The amazing camera work in "Citizen Kane" was directed by Toland, who is now with the U. S. Signal Corps. The work of Milner and Plank is remarkable for its portrayal of human subjects. Gaudio has over a thousand films to his credit and has perfected a method of simulating night scenes by daylight through use of a filter. The beautiful photography in "How Green Was My Valley" was directed by Miller.

Look for the name of the director of photography in the screen credits. Note the photographic style and quality of the film. These "camera stars" should be known to all.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,  
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA  
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON  
PARVIS, REPORT CHAIRMAN

## JUNIOR MATINEE

**Arabian Nights**—Universal. Direction, John Rawlins. Out of the land of imaginative adventure comes this old tale, and its excellent adaptation, deft direction, and gorgeous technicolor make it appealing entertainment. A fable—it tells of the dancing girl who aspires to become a queen, and it brings to life such old and well-known favorites as Aladdin and Sinbad. Cast: Maria Montez, Jon Hall, Sabu, Leif Erikson.

Adults	14-18	8-14
Probably entertaining	Good	Good

**Tennessee Johnson**—Metro-Goldwyn-Mayer. Direction, William Dieterle. Biographical and historical, this excellently produced, well-cast picture tells of the life of the seventeenth president of the United States—Andrew Johnson—and of the period of reconstruction following the War of the States. The acting is sincere, appealing, and, at times, brilliant. The story, of timely interest because of similar conditions today, is gripping in its humanness and inspiring in its patriotic idealism. Cast: Van Heflin, Lionel Barrymore, Ruth Hussey, Marjorie Main.

Adults	14-18	8-14
Excellent	Excellent	Excellent

**They Got Me Covered**—Samuel Goldwyn-RKO. Direction, David Butler. Good entertainment in the Bob Hope manner, with much nonsense, novel musical numbers, fast action, and some exciting plot surprises. A foreign correspondent is recalled to Washington for failure to report the invasion of Russia, and, in trying to reinstate himself, becomes involved in a Nazi spy plot. Cast: Bob Hope, Dorothy Lamour, Lenore Aubert, Otto Preminger.

Adults	14-18	8-14
Amusing	Amusing	Amusing

**When Johnny Comes Marching Home**—Universal. Direction, Charles Lamont. An entertaining little picture. Music is its chief charm, although it has other good moments. The whole is imbued with a nice feeling of patriotism, although it touches only lightly upon the war background. Settings and costumes are attractive, and the entire picture is pleasingly exhilarating. A very slight story gives continuity. Allan Jones appears at his best. Cast: Allan Jones, Marla Shelton, Gloria Jean, Jane Frazee.

Adults	14-18	8-14
Pleasant	Good	Good

## FAMILY

**Andy Hardy's Double Life**—Metro-Goldwyn-Mayer. Direction, George B. Seitz. A mixture of fun and philosophy, this film, one of the best of this popular series, offers good entertainment for family audiences. Andy, having finished high school, prepares to enter his father's alma mater but finds himself involved in numerous difficulties, both financial and romantic. Cast: Mickey Rooney, Lewis Stone, Cecilia Parker, Fay Holden, Ann Rutherford.

Adults	14-18	8-14
Good	Good	If interested



**Casablanca**—Warner Bros. Direction, Michael Curtiz. This colorful port of escape for European refugees to America is the interesting background of this tense war drama, which thrills without harrowing. The many diversified types, excellently cast, and the timeliness of the theme combine to give to the whole a feeling of grim reality. The story is, primarily, a romance of two people who met and loved too late. The principals are a Czechoslovakian patriot and leader of the European underground, his wife who for a year believed him dead, and an American soldier of fortune and proprietor of a Casablanca cabaret. Cast: Humphrey Bogart, Ingrid Bergman, Paul Henreid, Claude Rains.

Adults	14-18	8-14
Excellent	Excellent	Mature

**Commandos Strike at Dawn**—Columbia. Direction, John Farrow. Tense, gripping tragedy marks this war drama, which portrays the ruthless rule of the Nazi Gestapo. Filmed through the cooperation of the Royal Canadian Navy, with officers and trainees of the RCN playing their real life roles in the raid sequences, it has achieved, to an unusual degree, a feeling of grim reality. The acting is superb. Paul Muni, in the leading role, is magnificent, and the dialogue is unusual in its depth and significance. The story is of the brutal occupation of a little Norwegian fishing village and of the peace-loving natives who rise in their indignation and join the commandos in a raid against their oppressors. Cast: Paul Muni, Anna Lee, Lillian Gish, Sir Cedric Hardwicke.

Adults	14-18	8-14
Outstanding	Outstanding	Too tense

**A Night to Remember**—Columbia. Direction, Richard Wallace. A diverting mixture of mystery, murders, and comedy—with the accent on the comedy angle. Acting and production are excellent, and a lonely basement apartment setting adds uncanny atmosphere. Feeling that life in eerie surroundings would contribute to her husband's success as a mystery story writer, a young wife rents an unfurnished apartment in Greenwich Village and a mystery story comes to life. Cast: Loretta Young, Brian Aherne, Jeff Donnell, Wm. Wright.

Adults	14-18	8-14
Amusing	Amusing	Tense

**The Powers Girl**—Charles Rogers-U. A. Direction, Norman Z. McLeod. This lightly amusing social comedy has lavish settings, modish costumes, and pleasing music. The simple and somewhat trite story is of an unassuming little sister who wins her Prince Charming in spite of her selfish, more sophisticated sister. Cast: George Murphy, Anne Shirley, Carole Landis, Dennis Day.

Adults	14-18	8-14
Diverting	Diverting	Mature

**Sherlock Holmes and the Secret Weapon**—Universal. Direction, Roy Neill. Another mystery-detective melodrama, good of the type, with eerie lighting. It is a timely story with World War II background, plenty of not-too-gruesome action, and interesting shots of precision bombing. Sherlock Holmes, Dr. Watson, and Prof. Moriarity are all brought into the picture, which concerns a Nazi plot to kidnap a Swiss inventor in order to gain possession of a secret bombsight. Cast: Basil Rathbone, Nigel Bruce, Kaaren Verne, Lionel Atwill.

Adults	14-18	8-14
Good of the type	Probably	No

**Stand By for Action**—Metro-Goldwyn-Mayer. Direction, Robert Z. Leonard. Exciting, interesting entertainment that visualizes the wartime life and actions of sons and brothers in the Navy, in performance of duty. The picture has excellent production, the cast has been well chosen, and the four male leads give outstanding performances. A reconditioned twenty-five-year-old destroyer is ordered to join up with a convoy. Much of the action concerns the unfriendly feeling that exists, on board, between the old-line officer in command and his young first officer, whose sentimentality constantly conflicts with his superior officers' rigid adherence to Navy regulations. Cast: Robert Taylor, Brian Donlevy, Charles Laughton, Walter Brennan.

Adults	14-18	8-14
Good	Good	If interested

**Time to Kill**—20th Century-Fox. Direction, Herbert I. Leeds. Another mystery-detective melodrama of the usual Michael Shayne type. Production and acting are adequate, and suspense is maintained. A rare doubloon disappears from

a coin collection, and a search for it uncovers blackmail and murder. Cast: Lloyd Nolan, Heather Angel, Doris Merrick, Ralph Byrd.

Adults	14-18	8-14
Fair	Fair	No

## ADULT

**Behind the Eight Ball**—Universal. Direction, Edward F. Cline. Although interspersed with some fairly entertaining song and dance numbers, this is rather boring entertainment as a whole. The story is set in a summer theatre and concerns the activities of a group of stagestruck young people and two murder mysteries. Cast: Ritz Brothers, Carol Bruce, Dick Foran, Grace McDonald.

Adults	14-18	8-14
Matter of taste	Not recommended	No

**China Girl**—20th Century-Fox. Direction, Henry Hathaway. This is an unsavory tale of spies and intrigue laid in China about the time of Pearl Harbor, and to it has been added all that is sordid in the lives of white men in the Orient. There are some tense scenes of Japanese bombings of defenseless women and children. Much of the acting is good, but some scenes lack reality. Cast: Gene Tierney, George Montgomery, Victor McLaglen, Lynn Bari, Alan Baxter.

Adults	14-18	8-14
Interesting	Tense	No

**Keeper of the Flame**—Metro-Goldwyn-Mayer. Direction, George Cukor. Tense, gripping tragedy, with background of Nazi intrigue in America, excellently acted, suitably cast, and ably executed. Doubt in the mind of a noted war correspondent brings to light the true character of a man—victim of accidental death—whose public behavior has marked him as an upstanding American. Cast: Spencer Tracy, Katharine Hepburn, Richard Whorf, Margaret Wycherly.

Adults	14-18	8-14
Absorbing	Tense	No

**Life Begins at 8:30**—20th Century-Fox. Direction, Irving Pichel. A psychological study of the life of an unregenerate drunkard, excellently acted and produced but having a bitter theme. The principals are a caustic, bombastic actor, whose former success has been destroyed by drunkenness, and his crippled daughter, whose life happiness is threatened by his continued dissipation. Cast: Monty Woolley, Ida Lupino, Cornel Wilde, Sara Allgood, Melville Cooper.

Adults	14-18	8-14
Good	Possibly	No

## FOUR INTERESTING SHORT SUBJECTS

**Saludos Amigos**—Disney. Delightful blending of motion picture art sketches and animation. The photography of South America is beautiful, and the animated drawings are clever and charming.

Family

**Der Fuehrer's Face**—Disney. A clever satire built on the song of the same name, in which Donald Duck, in a dream, sees Der Fuehrer as a monster, and awakes to be thankful that he lives in America.

Family

**Education for Death**—Disney. Blend of satire and burlesque, setting forth the relentless training to which the youth of Germany are subjected in order to prepare them for their ultimate place in the Nazi military machine.

Family

**Jacare**—Mayfair-United Artists. Both entertaining and instructive is this recording of the adventures of an exploring party in the wilds of South America, where they encounter rare and interesting birds and animals. Two exciting sequences are their fights with the anaconda and the jacare. The music is outstanding.

Mature family

# COMMUNITY LIFE IN A DEMOCRACY\*

## Program Outline

(Based on Chapters VII and VIII)

### Dramatic Situation

"Morton," said Mrs. Elliston to her husband, "I wish you'd speak to Roger. He brought that Babcock boy home again today."

Mr. Elliston looked mildly surprised. "What's wrong with the Babcock boy? He's about thirteen, Roger's age, pleasant manners. Looks all right to me."

"Morton, he's been practically a public charge all his life. Settlement houses, welfare agencies, and now working for his board at the Wilsons'. That's no kind of a background for a friend of Roger's."

"I'm not so sure about that." Mr. Elliston frowned. "One of the finest men I ever knew was the product of just such a background."

"But it won't always work out like that. You can't be sure."

"You can't be sure, of course. But let's be fair at least, Phyllis, and judge the boy by himself. It may very well be that his background has strengthened his character instead of injuring it."

"Character?" It was Mrs. Elliston's turn to look surprised. "I—I wasn't thinking of character so much," she confessed.

### Fundamental Questions and Problems

1. Of what, in your opinion, was Mrs. Elliston thinking when she objected to Roger's association with "that Babcock boy"? How much importance should the wise parent assign to "good background" for his children's associates? How much value should be set on good character?

2. Are any of the principles of democracy involved in the Ellistons' problem? What will be the probable effect upon Roger's life, now and later, if he is forbidden to associate with the Babcock boy?

3. How many different social welfare agencies can you name that may have contributed constructively to the Babcock boy's upbringing? What are the outstanding good points about each of these agencies? How can their services be extended and/or improved?

4. What is your local P.T.A. doing (a) to cooperate with the various social welfare agencies of the community; (b) to discover cases of need and bring them to the attention of those responsible for meeting them; and (c) to educate public opinion toward a fair attitude to those who benefit?

### True or False

1. If the home and family background of a boy or girl is thoroughly sound and wholesome, defects in the backgrounds of his associates will have far less influence upon him than otherwise.

2. Although it is no fault of his own, the child who has been dependent upon welfare agencies is never a good companion for sheltered children.

3. On the basis of "character on the American plan," Mr. Elliston's attitude toward his son's friend is preferable to his wife's view.

### Reading References

Overstreet, Bonaro W.: "The Words of Our Mouths—And Our Minds," *National Parent-Teacher*, this issue, page 11.

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## Contributors

JAMES E. MENDENHALL is on the staff of the Educational Services Branch, Consumer Division, Office of Price Administration. He was formerly editor of *Building America* and a research associate of the Lincoln School, Teachers College, Columbia. Dr. Mendenhall has a six-year-old son who cooperates with him in the practice of family thrift.

BESS GOODYKOONTZ is an educator of national renown. She has been assistant commissioner of education in the U.S. Office of Education since 1929, directing research and investigation in the educational field. She is the author of many telling articles dealing with the problems of learning, teaching, and school management.

RALPH H. OJEMANN, associate professor of psychology and parent education at the Iowa Child Welfare Research Station, is an unusually keen observer of the reactions of young children. He has written a great deal on the processes of learning in the early years. Readers of the *National Parent-Teacher* know him as an authority to be depended upon.

BONARO W. OVERSTREET, who combines the insight of a poet with the common sense and analytic power of an educator, is one of the *National Parent-Teacher*'s most frequent contributors. A series of Mrs. Overstreet's poems is now appearing in the New York newspaper PM.

G. L. MAXWELL is assistant secretary of the Educational Policies Commission, Washington, D. C. He has long been an active worker in the parent-teacher association, and his published articles are an impressive testimony to his grasp of present-day educational problems. A facile and interesting writer, he represents all that is soundest in today's educational thinking.

ALONSITA WALKER, well known in her own right to readers of the *National Parent-Teacher*, is also the daughter of Alice McLellan Birney, founder of the National Congress of Parents and Teachers. Mrs. Walker has several times shared generously with the members of the National Congress her intimate memories of this great pioneer in American child welfare.

HELENE DEAN OLSEN is a college graduate, a former teacher, and the mother of a little girl. She has retained her interest in child study, as her article in this issue of the *National Parent-Teacher* demonstrates. The value of her observations has been confirmed by a recognized specialist in the study of children.

BEATRICE WARDE, who lives in London, is a typographic artist as well as a sensitive writer. A charter member of the American Outpost, an organization of Americans in England devoted to furthering understanding between the two nations, she has given memorable service as an ambassador of good will. She is the daughter of May Lamberton Becker, whose book lists for children are eagerly awaited by readers of this magazine.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. Benjamin Kendrigan, President, New Hampshire Congress, and Mrs. Robert Crosby, Editor, *New Hampshire Congress Bulletin*; Mrs. Roger Scott, President, Wisconsin Congress, and Mrs. C. W. Threadgall, Beloit Council President; Mrs. C. C. Clark, President, Mississippi Congress; Mrs. Jack M. Little, President, Texas Congress; and Mrs. E. W. Emery, President, and Mrs. Edwin Austin Soule, Member, Kansas Congress.